



CARES

**Statewide Retention Study
Final Report**

September 2008



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Executive Summary

In 2001, First 5 California developed the Comprehensive Approaches to Raising Educational Standards (CARES) Program for the Early Learning Workforce. Through CARES, First 5 California awards matching funds to county commissions that offer incentives to Early Care and Education (ECE) staff who stay in the field and obtain further training and education. Currently, CARES is in its fourth round of funding (2005-06 through 2008-09) with 44 participating county commissions.

The retention survey was mailed to 5,000 current and former CARES participants in late 2007. A summary of the findings from the 978 completed surveys are presented below.

Who are CARES retention survey participants? Almost all of the survey respondents are female and well over half state that their primary language is English. The two largest ethnic groups represented are Hispanic/Latino and White. In terms of education, a majority of the respondents has either some college education or an associate's degree. Also, the vast majority of participants report having a child development permit. Overall, the demographic characteristics of survey respondents indicate that the program is serving those it intended to serve, child care providers who have made a commitment to the field. More recent participants, identified as those who only participated in Round Four, are significantly different from former short-term participants, Round Three only participants, and long-term participants or those who participated in both Rounds. More recent participants (Round Four only) have lower levels of educational attainment, lower income, and fewer years in the child care field.

Why did participants initially join the CARES Program? Overall, survey respondents indicate that the stipends and incentives provided by the program are more influential in their initial participation decision than some of the support services (e.g., professional growth advising/professional development, professional training, and academic counseling). However, Latinos are more likely to have initially participated in CARES because of the program support services, while Whites are more likely to have joined because of the incentives provided. Additionally, participants with less education appear to have been more motivated to participate in the CARES Program because of the support services.

How satisfied are participants with CARES? Survey results show an overall high level of satisfaction with the CARES Program. Of all the different components of the program, participants express greatest satisfaction with the incentives provided by CARES. Latinos and respondents who have participated in CARES for a longer period report greater satisfaction with the program.

What benefits do participants report from CARES? Respondents report high levels of benefits as a result of CARES participation. They state that CARES has especially increased their desire to stay in the early childhood education field. Latinos and those working in family child care settings (FCC) express greater benefits compared to Whites and those working in center based child care settings (CCC), respectively. Also, respondents who participated in CARES longer report greater benefits from participating in CARES.

How much does CARES contribute to participants' career advancement? Overall, a moderate level of career advancement is attributed to the CARES Program with Latinos indicating that CARES contributed to advancing their career more than Whites. Also, the longer participants have been in the child care field and the longer they participated in the CARES Program, the more likely they are to express that CARES contributed to advancing their career. Participants state that the program contributed most to moving up the child development matrix or earning their first child development permit.

Why did participants cease CARES participation in 2005-06? Most of the survey respondents participated in CARES in 2005-06. A greater percentage of those working in CCC settings stayed in CARES in 2005-06 compared to those in FCC settings. Additionally, participants who stayed in the program are more satisfied with CARES and report greater benefits from CARES participation. Reasons given for not participating in 2005-06, the first year of Round Four, are more often related to personal or financial issues and the time burden associated with taking classes.

What influence does CARES have on child care agency retention? A large majority of the participants stayed in the child care agency where they worked during their most recent participation in CARES and report a moderate level of satisfaction with their agency. Those working in CCC settings are slightly more satisfied with their agency than those working in FCC settings. Participants who left their child care agencies tend to have lower income but higher education levels compared to those who stayed. Overall, the program appears to have a moderate impact on participants' decision stay at their child care agency, with those who participated in CARES longer reporting that both stipends and support services from CARES encouraged them to stay at their agency. Also, Latinos more than Whites report that the stipend and support services they received from CARES encouraged them to stay at their agency.

What influence does CARES have on child care field retention? Over 90% of the participants were still working in the child care field at the time of the survey. Overall, participants express greater satisfaction with training-related opportunities available in the field than with job-related opportunities. However, Latinos and those working in CCC are more satisfied with job-related opportunities in the field. CARES has a moderate impact on participants' decision to stay in the field with incentives and stipends having greater influence than the support services.

Do participants plan to work in the field in the next five and ten years? The majority of respondents anticipate continuing to work in the field for the next five to 10 years. Latinos and those with less education indicate a greater likelihood of staying in the field for the next five years and also the next 10 years. Participants who express receiving greater benefits from CARES and greater satisfaction with the program indicate they are more likely to stay in the program in the next five years.

Do respondents plan to participate in CARES in the future? A substantial majority of the participants express that they plan to participate in CARES again in the future. Those who participated in CARES longer and Latinos are especially likely to report that they will participate in CARES again compared to those who participated in CARES for a shorter period of time and Whites, respectively. Furthermore, participants who are more satisfied with CARES, report more benefits from participating in CARES, and feel that CARES contributed to their career advancements, are more likely to say they will participate in CARES in the future.

Introduction

In 2001, First 5 California developed the Comprehensive Approaches to Raising Educational Standards (CARES) Program for the Early Learning Workforce. Through CARES, First 5 California awards matching funds to county commissions that offer incentives to Early Care and Education (ECE) staff who stay in the field and obtain further training and education. Currently, CARES is in its fourth round of funding (2005 -06 through 2008-09) with 44 participating county commissions.

First 5 California has funded a statewide evaluation of the CARES Program since its inception. The current evaluation, conducted by Harder+Company Community Research, includes two key components: (1) an annual examination of participant level data collected by all participating county-based programs and (2) a retention survey conducted with current and former CARES participants. This report presents findings from the retention survey.

The purpose of the retention study is to examine the impacts of the CARES Program, particularly whether the program has affected agency or field retention. More specifically, the following research questions have guided the CARES retention study:

- What are the characteristics of CARES participants? Are there differences between those who participated in the CARES Program in Round Four and those who did not?
- Are CARES participants satisfied with the program?
- In what ways do child care providers benefit from the CARES Program? What career advancements do child care providers attribute to the CARES Program?
- Why do people stop participating in the CARES Program? Are there differences between those who participate in the program for only one or two years compared to those who continue to participate in the program for multiple years?
- To what extent does the CARES Program influence participants' decision to stay within their child care agency or the child care field?
- To what extent do participants indicate plans to continue participation in the CARES Program in the future?

Methodology

As previously mentioned, the primary aim of the CARES retention study is to assess the impact of the CARES Program, particularly on participants' decisions to stay employed in their current child care agency or the child care field. To address these questions, a mail survey was conducted with current and former CARES Program participants.

Survey Design

The retention survey was designed by Harder+Company to address the primary research questions prioritized by First 5 California, namely; what are the impacts of the CARES Program and to what extent does CARES impact participants' decision to stay in their child care agency or the child care field. The retention survey is organized into the following five sections:

- **Experience with the CARES Program.** Including questions to assess participants' satisfaction with the program; perceived benefits; and factors that affected decisions to remain in or stop participation in the program.
- **Work Experience in the Child Care Field.** Including questions about whether participants are currently working in the child care field and, if not, their current occupation; satisfaction with the child care field; and impact of the CARES Program on decisions to stay in or leave the child care field.
- **Work Experience in Child Care Agencies.** Including questions to assess participants' satisfaction with their child care agency and impact of the CARES Program on decisions to stay at or leave their child care agency.
- **Expected Future Participation in CARES.**
- **Background Information.** Including questions about participants' ethnicity, primary language, educational level, years in child care field, years of CARES participation between 2003-04 and 2006-07¹, etc.

¹ The survey population did not include participants from the 2006-07 program year because data were not available at the time the sample was drawn in the fall of 2007. In the retention survey respondents were asked to identify if they participated in the CARES program in 2006-07 as well as the previous three program years.

Sampling and Survey Procedures

The survey population consisted of consenting CARES participants² from both years of Round Three and the first year of Round Four, 2003-04, 2004-05, and 2005-06. Informal child care providers, who participate in the “Family, Friend, and Neighbor” (FFN) portion of the CARES Program, and participants who were funded by sources other than local or state First 5 were excluded from the survey population. FFN participants were excluded from the study because many of the questions posed in the retention survey would not have been applicable for informal child care providers, such as those questions that focused upon their experience working in the child care field as well as the agency in which they work. Those funded by sources other than First 5 were excluded from the survey population because the programmatic requirements for these participants might have varied.

The survey population identified 11,945 unduplicated CARES participants from 39 counties for the following program years: 2003-04, 2004-05, and 2005-06. A stratified, random sample of 5,000 participants was drawn from the survey population, over-sampling for those participants who work in family child care settings (FCC) and those whose primary language is Spanish. The stratified random sampling plan was selected to ensure that a sufficient number of completed surveys were collected to provide reliable comparisons between sub-groups for variables such as primary language, work place type, level of education, etc. The sampling plan also considered the general response rates obtained from previous mail surveys of similar populations, anticipating a 20% response rate or 1,000 completed surveys.

A total of 978 surveys were completed and returned, which constitutes a 19.6% response rate. At least one participant from each of the 34 counties returned a completed survey. Table 1 below summarizes the sampling plan utilized for the retention survey and Table 2 details the response rate attained, by county.

Table 1. Retention Study Sampling Plan

	# of participants	# of counties
Survey population	11,945	39
CARES participants who were mailed the retention survey	5,000	36
CARES participants who completed the retention survey	978	34

Table 2. Total Participant Sample and Response by County

County	# of participants sampled	# of participants responding	Response Rate
Alameda	334	67	20.1%

² County-based CARES Programs typically collect information from program participants at the beginning of the year through an application. The information collected in the application serves two purposes: (1) to determine program eligibility and (2) to fulfill programmatic reporting and evaluation requirements. Although an application must be completed to determine program eligibility, participants must provide consent for inclusion in the statewide evaluation. Those who did not consent to participation in the evaluation were excluded from the survey population.

County	# of participants sampled	# of participants responding	Response Rate
Amador	5	1	20.0%
Butte	221	51	23.1%
Calaveras	25	5	20.0%
Contra Costa	263	33	12.5%
El Dorado	50	7	14.0%
Fresno	318	56	17.6%
Glenn	31	7	22.6%
Humboldt	73	24	32.9%
Lake	35	6	17.1%
Lassen	25	8	32.0%
Madera	77	9	11.7%
Marin	61	9	14.8%
Mendocino	68	13	19.1%
Modoc	43	15	34.9%
Monterey	161	36	22.4%
Napa	91	15	16.5%
Nevada	30	4	13.3%
Placer	46	15	32.6%
Plumas	17	5	29.4%
Riverside	522	83	15.9%
San Diego	798	131	16.4%
San Francisco	478	78	16.3%
San Joaquin	1	0	0.0%
San Mateo	153	37	24.2%
Santa Barbara	248	73	29.4%
Santa Clara	275	85	30.9%
Shasta	44	13	29.5%
Siskiyou	7	0	0.0%
Solano	163	30	18.4%
Stanislaus	212	47	22.2%

County	# of participants sampled	# of participants responding	Response Rate
Sutter	31	3	9.7%
Tehama	27	3	11.1%
Tuolumne	35	5	14.3%
Yolo	9	1	11.1%
Yuba	23	3	13.0%
TOTAL	5000	978	19.6%

An initial notification postcard that contained information about the purpose of the retention survey was mailed to the last known address of each of the 5,000 selected CARES participants, followed by the retention survey. Follow-up postcards were mailed to those participants who had not yet submitted a completed survey. All correspondence was written in both English and Spanish and offered participants a contact person who they could reach, via telephone or e-mail, if they had any questions about the study. Participants were presented two options for completing the retention survey: (1) a pre-paid self-addressed envelope was enclosed for return by mail and (2) a URL address to a Web-based version of the survey was provided for those participants who preferred to complete the survey online. Follow-up via telephone and e-mail, when available, was also conducted to reach the largest number of selected participants. A total of 978 surveys were completed and returned via either mail or e-mail between November 2007 and March 2008.

Data Analysis

Data analysis was designed to address the research questions outlined in the introduction section of this report. All analyses were performed using SPSS (Statistical Package for the Social Sciences) 15.0. Descriptive analyses were used to describe the survey respondents as well as sub-populations within the respondents. Bi-variate analyses (e.g., chi-square and t-test) were conducted to examine whether there were statistically significant differences between sub-populations. Multi-variate analyses (e.g., multiple regressions) examined factors that predicted program impacts (e.g., program satisfaction, benefits associated with the program, etc.)³. Since ethnicity and language were highly correlated ($r=.726$, $p<.01$), only ethnicity was included in the analyses. Factor analyses were conducted with survey items. The result of the factor analyses were used to create subscales that were conceptually related. Subscale scores were created by calculating the average of the survey items within the subscale. For example, the program satisfaction subscale consists of six survey items and the subscale score was calculated by taking the average of six survey items. Because the sample size is relatively large, a relatively stringent criterion was used to present significant findings. For all analyses, only significant findings at $p <.01$ are presented in this report.

³ Two types of multiple regressions were used: simultaneous and hierarchical. In simultaneous multiple regressions, demographic variables were entered at the same time to determine which variables significantly predict the dependent variables (e.g., program satisfaction, benefits associated with the program). In hierarchical multiple regressions, demographic variables were statistically controlled to determine the effect of the independent variable (e.g., program satisfaction) on the dependent variable (e.g., future participation in CARES). That is, demographic variables were entered in the first step and the independent variable was entered in the second step.

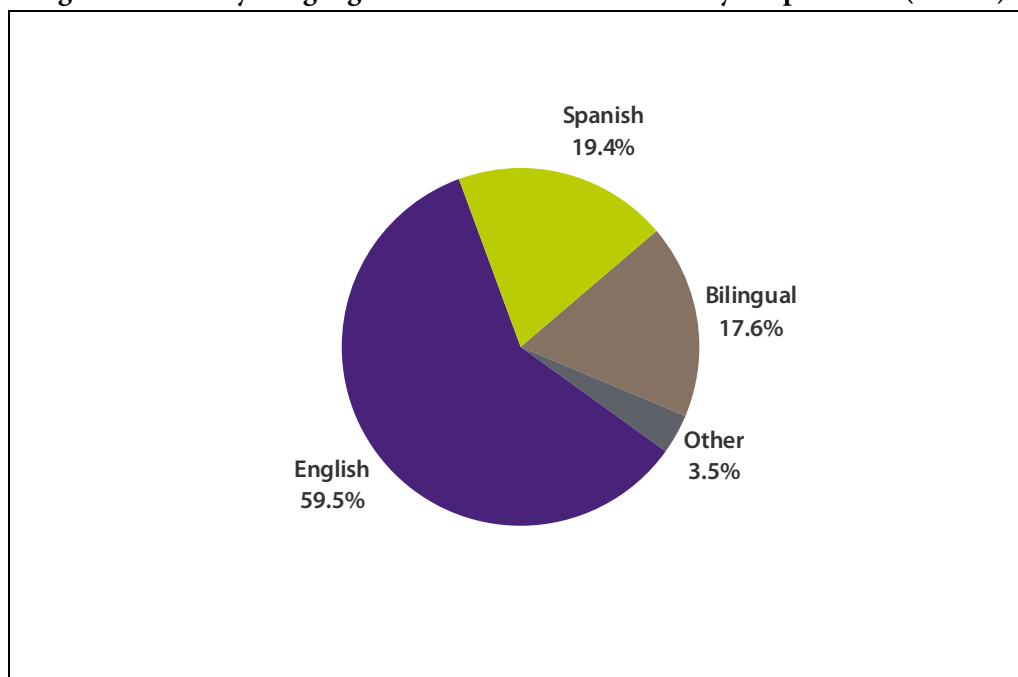
Findings

Who are CARES Retention Survey Participants?

CARES Retention Survey Respondents

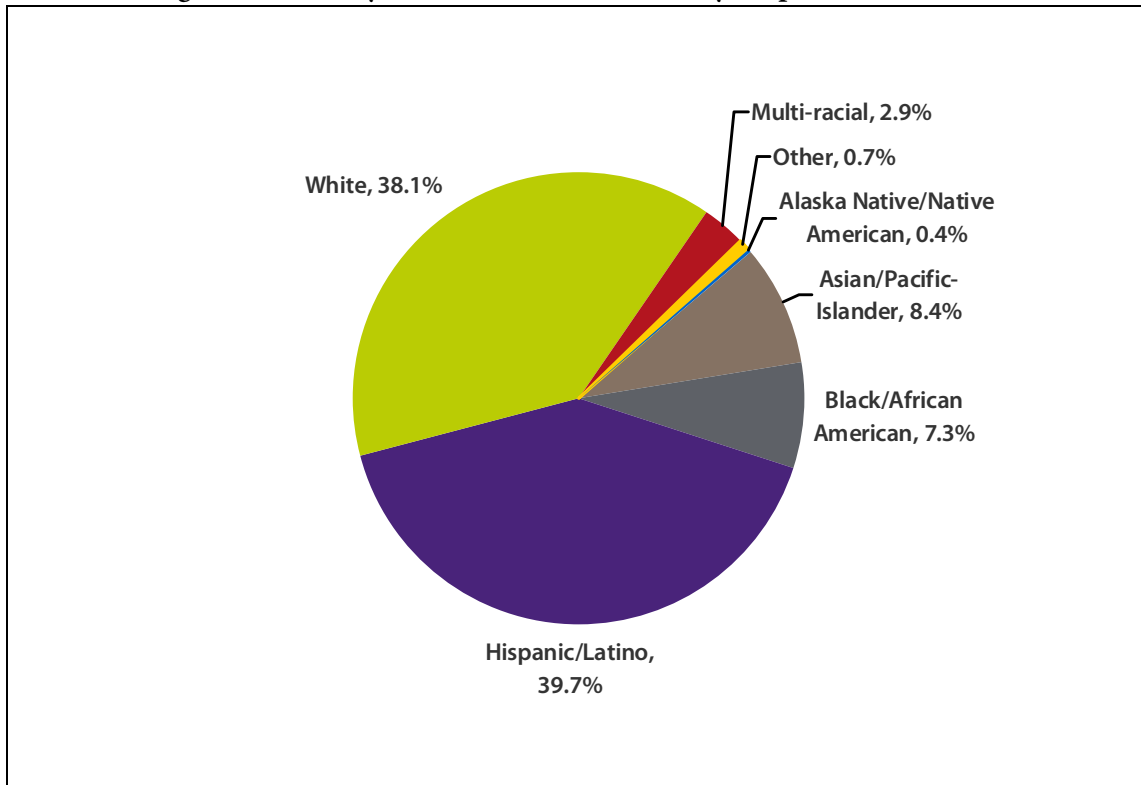
A total of 978 CARES participants from 34 counties completed the CARES Retention Survey. Overall, the demographic characteristics of survey respondents show that CARES is serving those whom it intended to serve-child care providers who have made a commitment to the field. Almost 95% have worked in the child care field for more than five years. The majority of the survey respondents are female (98.3%). Over half (59.5%) of respondents state that their primary language is English. The second most common primary language of respondents is Spanish (19.4%) and approximately 18% are bilingual speakers (most are bilingual in Spanish and English) (see Figure 1).

Figure 1. Primary Languages of CARES Retention Survey Respondents (N=967)



The two largest ethnic groups represented amongst survey respondents are Hispanic/Latino (39.7%) and White (38.1%). Figure 2 below details respondents' ethnicity.

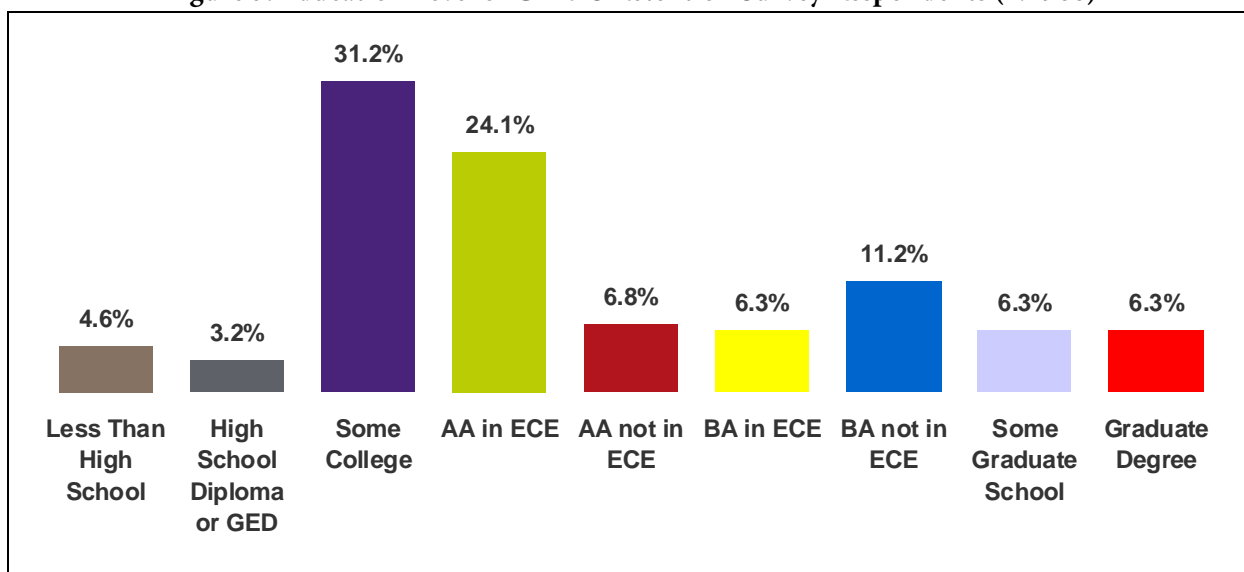
Figure 2. Ethnicity of CARES Retention Survey Respondents (N=953)



Close to a third of all respondents have some college education (31.2%) and roughly the same number (30.9%) has an associate's degree (AA). The vast majority of those with an AA hold their degree in Early Childhood Education or Child Development (see Figure 3).

The level of educational attainment reported by retention survey respondents is somewhat higher than that reported in the CARES statewide report for Round Three participants.⁴ While the Round Three Statewide CARES Evaluation Report indicated that 20.5% of participants had an associate's degree and 16.1% a bachelor's degree, amongst retention survey respondents, 30.9% possess an associate's degree and 17.5% a bachelor's degree. The California Early Care and Education Workforce Study (2006) estimated that, statewide, the percentage of the ECE workforce that possesses an associate's degree ranged from 12% for assistant teachers to 28% for teachers.⁵

Figure 3. Education Level of CARES Retention Survey Respondents (N=966)

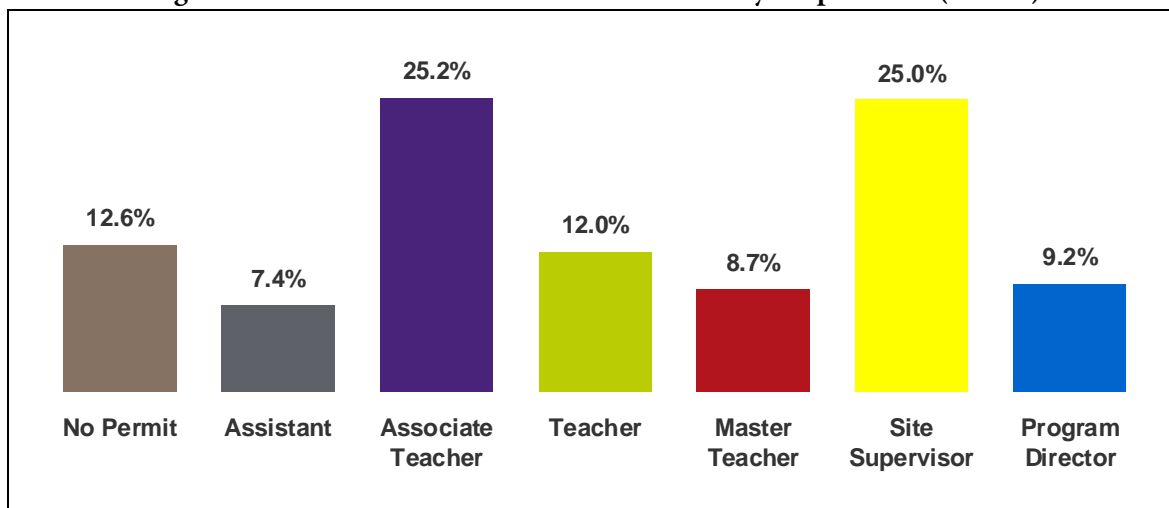


⁴ For the Statewide CARES Evaluation Report: 2003-04 and 2004-05 see http://cares.edgateway.net/cs/cares/view/uwba_r/224.

⁵ California Early Care and Education Workforce Study: Licensed Child Care Centers and Family Child Care Providers. Statewide Highlights, July 2006. Berkeley, CA: Center for the Study of Child Care Employment, and San Francisco, CA: California Child Care Resource and Referral Network.

The vast majority of participants (87.4%) reports having a child development permit (see Figure 4). The percentage of retention survey respondents who report holding a child development permit is higher than that reported in the CARES Evaluation Report for 2003-04 and 2004-05 and the California Early Care and Education Workforce Study. According to the CARES Evaluation Report for 2003-04 and 2004-05 approximately one-third reported holding a child development permit when they entered the program.⁶ The Workforce Study (2006) estimated that approximately half of all degreed teachers (e.g., AA, BA, etc.) working in centers hold a child development permit.⁷ Although the retention study design did not include a comparison group of child care providers who did not participate in CARES, the retention survey finding provides some indication that CARES participants are more likely to hold a child development permit.

Figure 4. Permit Level of CARES Retention Survey Respondents (N=961)



The percentage of respondents who work in center based child care settings (CCC; 58.4%) is slightly higher than the percentage of those working in family child care settings (FCC; 41.6%).⁸ The majority of the respondents have worked in the field either 5-9 years (29.9%) or 10-14 years (21.6%).

The retention survey asked respondents to identify whether they had participated in CARES in the four most recent program years, 2003-04 through 2006-07. The length of CARES participation was calculated based on responses to these four questions. Although this calculation does not indicate the total number of years respondents have participated in the CARES Program (because they may have participated in CARES before 2003-04), the number of years that respondents indicated participation in CARES (out of these four years) was used as a proxy measure of each respondent's length of participation in the CARES Program. Furthermore,

⁶ For the Statewide CARES Evaluation Report: 2003-04 and 2004-05 see

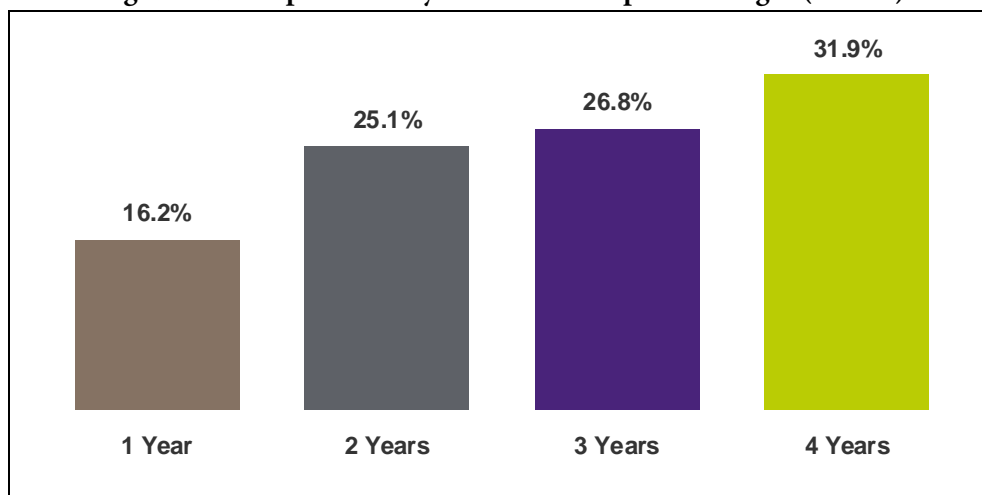
http://cares.edgateway.net/cs/cares/view/uwba_r/224.

⁷ Whitebook, M. et al. (2006). California Early Care and Education Workforce Study: Licensed child care centers. Statewide 2006. Berkeley, CA: Center for the Study of Child Care Employment, and San Francisco, CA: California Child Care Resource and Referral Network.

⁸ The percentage of respondents working in CCC and FCC settings are comparable because child care providers working in FCC settings were oversampled. This allowed for comparative analysis between respondents working in CCC settings and FCC settings.

these four years were selected because a number of programmatic changes were made to the CARES Program during this time (see the section on Who Continues to Participate in CARES and Who Has Stopped?, below, for more information about programmatic changes that were implemented in Round Four). The largest percentage of respondents indicates participation in CARES for all four years (31.9%) and somewhat smaller percentages indicate participating in CARES for three years (26.8%). A similar percentage reports participating for only two years (25.1%) and a minority of respondents participated for only one year (16.2%).

Figure 5. % Respondents by CARES Participation Length (N=969)



Who Continues to Participate in CARES and Who Has Stopped?

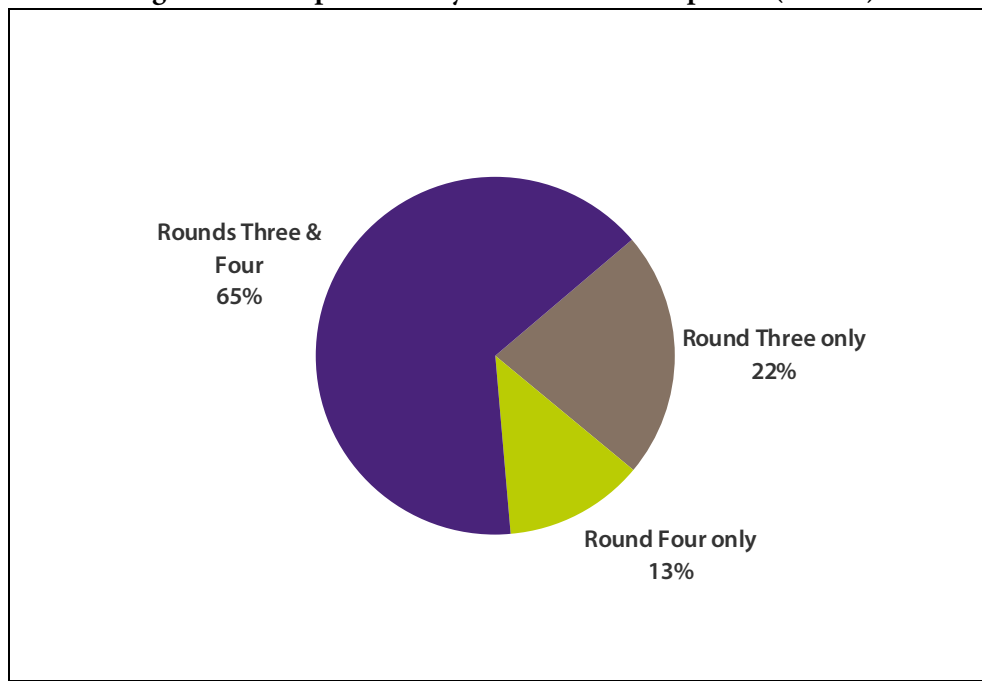
First 5 California implemented a number of programmatic changes to the CARES Program beginning in 2005-06, the first year of First 5 California's fourth round (Round Four) of funding. Round Four created five program "tracks," each targeting child care providers with differing levels of early childhood education, and established minimum eligibility and programmatic requirements.⁹ To address the question of who continues to participate in CARES and who has stopped, the CARES retention survey examined whether there are demographic differences between former participants, referred to as participants of Round Three only (2003-04 and 2004-05); short-term current participants, referred to as participants of Round Four only (2005-06 and 2007-08);¹⁰ and long-term current participants or those who participated in both Rounds (see Attachment A, Tables 1-3).

⁹ For more information on Round 4 track requirements see First 5 California Request for Funds, July 2005 – December 2008, CARES for the Early Learning Workforce – Summary of Key Track Requirements.

¹⁰ As described in the Methodology section, the sample of participants selected for inclusion in the retention survey was drawn from the following three program years: 2003-04, 2004-05, and 2005-06. Program participants in 2006-07 were not included in the sample because data were not yet available when the sample was selected. The retention survey did, however, ask participants to indicate whether they had participated in CARES in 2006-07.

Most respondents state that they participated in the CARES Program in both Round Three and Round Four (65%, N=612). Approximately 22% (N=208) participated in Round Three only and 13% (N=117) in Round Four only (see Figure 6).

Figure 6. % Respondents by Rounds of Participation (N=937)



While a large majority of respondents has a child development permit, respondents who participated in both Rounds of CARES are significantly more likely to have a permit (91%, N=555) compared to those who participated only in Round Three (83%, N=171) or Round Four (79%, N=86).¹¹ There is no significant difference between Round Three and Round Four participants.

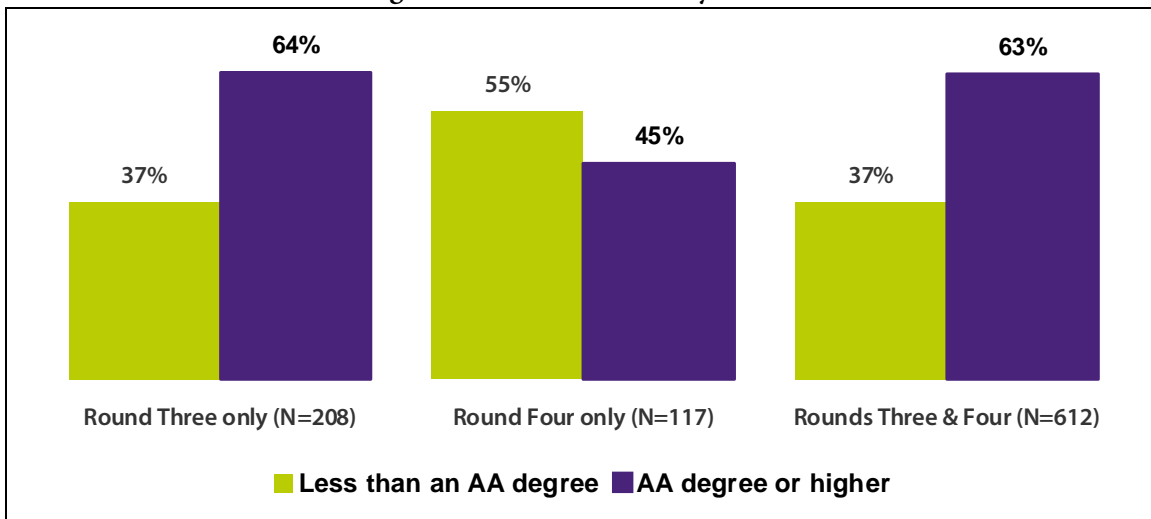
In terms of education, Round Four participants have significantly less education than those who participated only in Round Three only or in both Rounds Three and Four. Approximately 45% of Round Four participants have an AA degree or higher, but 64% of Round Three participants and 63% of those who participated in both Rounds have an AA degree or higher¹² (see Figure 7). There were no significant differences between Round Three participants and those who participated in both Rounds.

Although causality cannot be determined from the methods used in this study, the data show that the average level of educational attainment for Round Three only participants and for those who participated in both Rounds is a BA; for Round Four only participants the average is between an AA and BA. Programmatic changes made to the CARES Program in Round Four might have impacted the type of participants who are recruited for CARES. This finding about how programmatic changes may have impacted those targeted for the program merits further exploration in future evaluations.

¹¹ Chi-square tests show significance at $p < .01$.

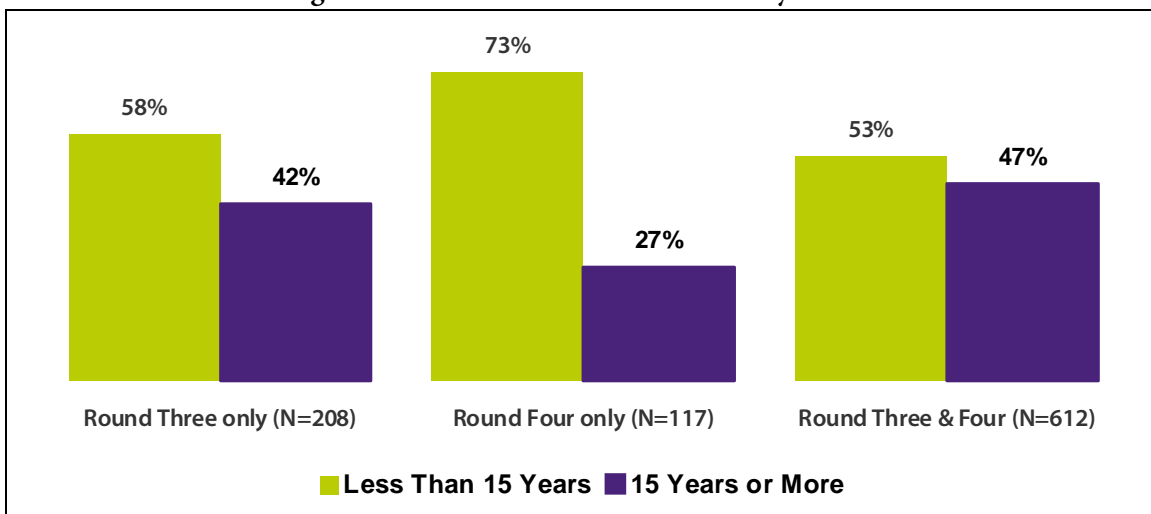
¹² Education level was recoded into a 7point scale: 1=less than high school education, 2=high school diploma or GED, 3=some college, 4=AA degree, 5=BA degree, 6=some graduate school, and 7=graduate degree. One-way ANOVA shows significant difference at $p < .01$.

Figure 7. Education Level by Round



Round Four participants indicate having worked in the child care field for a shorter period of time compared to participants from other rounds. The large majority of the Round Four only participants have worked in the child care field for less than 15 years (73%) while slightly more than half of the Round Three only participants (58%) and those who participated in both Rounds (53%) have worked in the child care field for less than 15 years (see Figure 8).¹³ There is no significant difference between Round Three participants and those who participated in both Rounds. As previously mentioned, although causality cannot be determined from the methods used in the retention study, the data indicate that Round Four only participants are different (lower levels of educational attainment and lower years in the child care field) from participants in Round Three only and both Rounds. Further exploring this difference in future evaluation efforts of the CARES Program will be important to understanding how programmatic changes impact those that are targeted by the program.

Figure 8. Years in the Child Care Field by Round

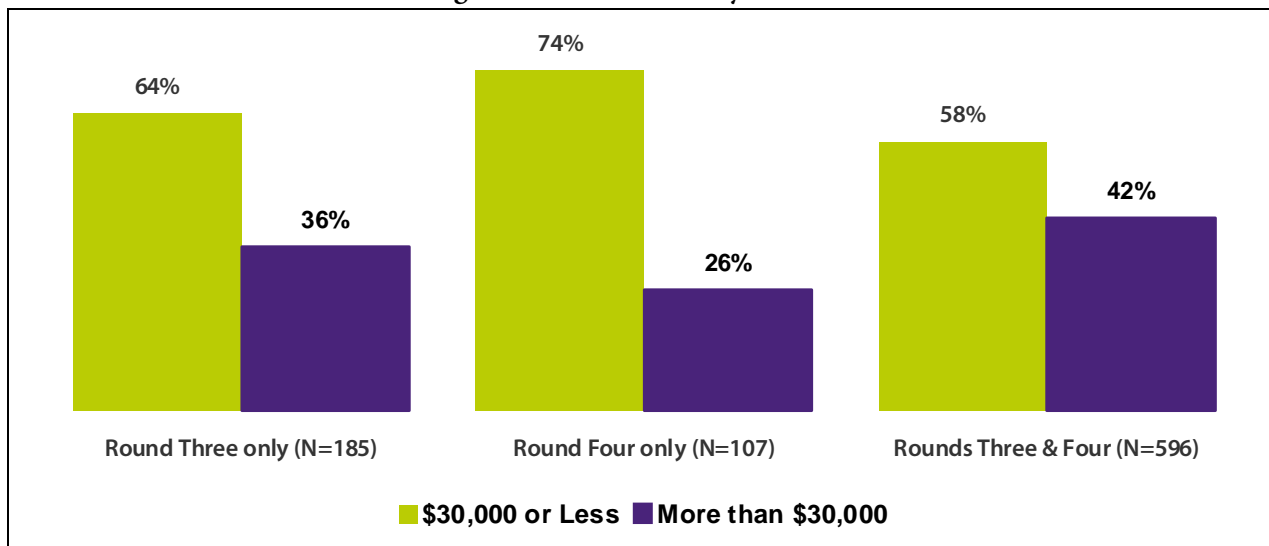


¹³ The number of years that respondents worked in the child care field is measured on a 6 point scale: 1=less than 5 years, 2=5 to 9 years, 3=10 to 14 years, 4=15 to 19 years, 5=20 to 24 years, and 6= 25 years or more. One-way ANOVA shows significant difference at $p < .01$

The income level of Round Four participants is slightly less than those who participated in both Rounds (M=3.44, N=596) and Round Three only (see Figure 9). Approximately 74% of Round Four only participants reported earning less than \$30,000 while 64% of Round Three only participants and 58% of those who participated in both Rounds reported earning less than \$30,000. There is no significant difference between Round Three participants and those who participated in both Rounds. Also, there is no significant difference between Round Three and Round Four participants.

This is in accord with the findings that Round Four participants have lower education and have been working in the child care field for a shorter time. Again, although definitive conclusions cannot be drawn from the methods used in this study, data indicate that those who participated only in Round Four differed from those who participated in Round Three only or both Rounds. Programmatic changes made to CARES in Round Four, such as the creation of the five program “tracks,” may have attracted child care providers with different characteristics, including lower levels of educational attainment, fewer years working in the field, and lower income levels.

Figure 9. Income Level by Round



Why did Participants Initially Join the CARES Program?

To assess why participants initially joined the CARES Program, the retention survey asked respondents to rate on a four-point scale ranging from “influenced not at all” to “influenced a lot” how much specific program components influenced their initial participation decision (see Table 3). Overall, respondents indicate that the stipends and incentives (M=3.66, N=922) provided by the program were more influential than some of the support services (e.g., professional growth advising/professional development, professional training, and academic counseling). Academic counseling, assistance received from a counselor at a college campus including community colleges and four-year universities, (M=2.79, N=766) had the least influence on decisions to participate in the program.

Table 3. How Much Program Components Influenced Decision to Participate in CARES†

	N	Mean
Incentive (e.g., monetary stipend, gift card, educational or safety supplies)	922	3.66
Professional training (e.g., courses, workshops, trainings)	953	3.28
Professional Growth Advising or Professional Development (e.g., developing professional growth plans, receiving advice or assistance applying for a permit)	928	3.28
Academic counseling (e.g., assistance received from a counselor at a college campus including community colleges and four-year universities)	766	2.79

†Based on a scale: 1=influenced not at all, 2=influenced me a little, 3=influenced me some, and 4=influenced a lot

Participants' ethnic background, educational attainment, and income appeared to be factors in determining reasons for participating in CARES. Latinos are more likely to have initially participated in CARES because of the program support services (i.e., professional training, professional growth advising, and academic counseling), while participants who identify themselves as White are more likely to have joined because of the incentives provided (see Figure 10; see Attachment B, Table 1-4).

Figure 10. Reasons for CARES Participation by Ethnicity†

†Based on a scale: 1=influenced not at all, 2=influenced me a little, 3=influenced me some, and 4=influenced a lot

**significant at $p < .01$

Additionally, participants with less education appear to have been more motivated to participate in the CARES Program because of academic counseling opportunities (e.g., assistance received from a counselor at a college campus) whereas participants with higher income were more likely to have joined CARES because of the incentives provided (see Attachment B, Table 1-4).

How Satisfied are Participants with CARES?

Respondents were asked to rate how satisfied they are with different components of the CARES Program on a four-point scale from “not at all satisfied” to “very satisfied” (see Table 4). Overall, participants expressed a high degree of satisfaction with the CARES Program (M=3.49, N=970). The aspect of the program with which respondents indicate the most satisfaction was the incentives (M=3.74), and the least satisfaction the academic counseling from a counselor at a four-year university or community college campus (M=3.22). This pattern parallels respondents’ reasons for initially participating in CARES. Incentives most heavily influenced participants to join the CARES Program and received the highest satisfaction rating. Academic counseling, which had the least influence, received the lowest satisfaction.

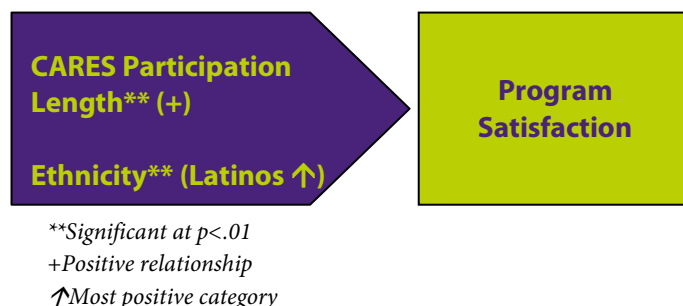
Table 4. Satisfaction with the CARES Program Components†

	N	Mean
Incentive (e.g., monetary stipend, gift card, educational or safety supplies)	923	3.74
Training on how to use an environmental rating tool of the child care setting (e.g., ECERS, FDCRS)	811	3.52
The extent to which class instructors and training facilitators understood my needs as a working child care provider	917	3.48
Professional Growth Advising or Professional Development (e.g., developing professional growth plans, receiving advice or assistance applying for permit)	891	3.48
The availability of professional training opportunities or classes	935	3.47
Academic counseling (e.g., assistance received from a counselor at a college campus including community colleges and four-year universities)	694	3.22
Overall Program Satisfaction*	970	3.49

†Based on a scale: 1=very dissatisfied, 2=dissatisfied, 3=satisfied, and 4=very satisfied

*Scale composed of the above six items

However, program satisfaction¹⁴ significantly varied by ethnicity and length of participation in CARES¹⁵ (see Attachment C, Table 1).



¹⁴ Factor analysis revealed one factor. Therefore, overall program benefits scores were created by averaging all the items listed in Table 5.

Latinos (M=3.58) indicate significantly higher levels of satisfaction with the CARES Program compared to Whites (M=3.44). Also, those who participated in CARES for a longer period of time indicated higher levels of satisfaction. The direction of causality between length of participation and satisfaction level is unknown and it is possible that greater satisfaction lead to longer participation.

What Benefits do Participants Report from CARES?

The Retention Study assessed the ways in which participants may have been impacted by the CARES Program from increasing satisfaction with their job to feeling more confident as a child care provider/educator (see Table 5). They were asked to rate each item on a four-point scale ranging from “strongly disagree” to “strongly agree”. Overall, participants indicate a high degree of perceived benefits from CARES participation (M=3.36, N=961). Of all the program benefits they were asked to rate, respondents express that CARES has increased their “desire to stay in the field of early childhood education” (M=3.56, N=953) the most. Respondents express that the CARES Program helped them the least to “improve [their] ability to work with parents” (M=3.23, N=947).

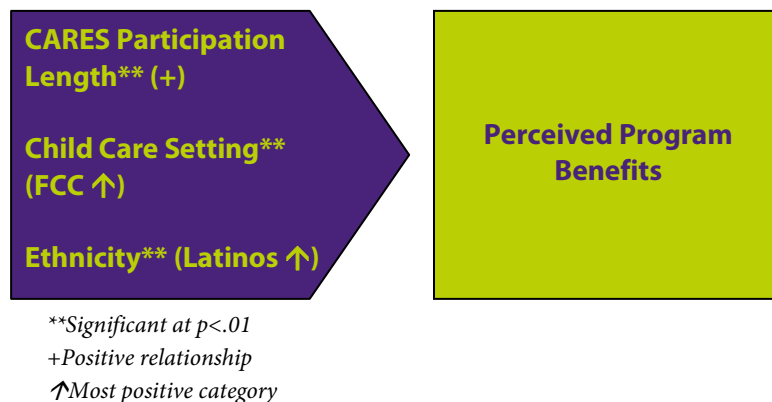
Table 5. Perceived Benefits of CARES Program†

	N	Mean
Increase my desire to stay in the field of early childhood education	953	3.56
Become more knowledgeable about child development	951	3.42
Feel more confident as a child care provider/educator	949	3.42
Become more aware of training and professional development opportunities in early childhood education	949	3.42
See the importance of continuing my early childhood education	948	3.42
Identify my own educational goals	943	3.38
Improve my ability to work with children	955	3.35
Feel more satisfied with my job in child care/early childhood education	954	3.33
Meet and network with other professionals working in the child care/Early Childhood Education (ECE) field	945	3.30
Feel more respected as a child care provider/educator	951	3.29
Improve my ability to work with parents	947	3.23
Overall Perceived Program Benefits*	961	3.36

†Based on a scale: 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree

*Scale composed of the above eleven items

The key factors associated with the extent to which CARES participants report benefits from the program¹⁶ are length of time they participated in CARES, the child care setting in which they work, and ethnicity¹⁷ (see Attachment D, Table 1).



Participants who stayed in the CARES Program for a longer period of time expressed having received greater benefits from the program. As with satisfaction, it is not clear whether participation leads to more benefits perceived, and/or vice versa. It may be that retaining participants for multiple years in the program is important to having a positive impact. Also, ethnicity and child care setting significantly affect how much participants feel that they have benefited from participation in CARES. Latinos ($M=3.49$, $N=376$) report more benefits from CARES participation compared to Whites ($M=3.23$, $N=365$). Also, participants who work in FCC ($M=3.43$, $N=355$) report more program benefits than those who work in CCC ($M=3.32$, $N=504$).

How Much Does CARES Contribute to Participants' Career Advancement?

Participants were asked to rate on a four-point scale ranging from “not at all contributed” to “contributed a lot” how much the CARES Program contributed to advancing their careers (see Table 6). On average participants report that the CARES Program provided “some” contribution to advancing their careers (Mean =2.77, $N=913$). More specifically, participants state that CARES contributed most to “moving up the child development matrix” ($M=3.26$, $N=749$) and “earning [their] first child development permit” ($M=3.22$, $N=734$).

¹⁶ Factor analysis revealed one factor. Therefore, overall program benefits scores were created by averaging all the items listed in Table 5.

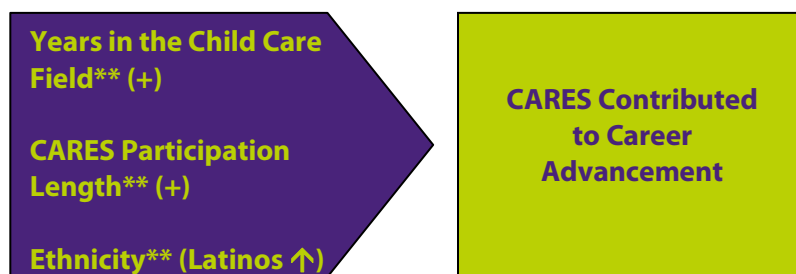
Table 6. How CARES Contributed to Participants' Career Advancement†

	N	Mean
For ALL Participants		
Move up the child development matrix (i.e., obtain a higher permit)	749	3.26
Earn my first child development permit	734	3.22
Complete my AA degree	520	2.55
Receive an increase in salary	701	2.26
Complete my BA degree	390	2.11
Receive a promotion	431	2.07
Complete my graduate school degree (i.e., MA)	339	1.90
Find a better paying job at a different location	511	1.89
Career Advancement*	913	2.77
For Family Child Care (FCC) owners and operators ONLY		
Increase enrollment in my family child care center	226	2.40
Increase the size of my family child care center from a small child care facility to a large child care facility	175	2.14

†Based on a scale: 1=not at all contributed, 2= contributed a little, 3=contributed some, and 4=contributed a lot

*Scale composed of the above eight items

The key factors associated with the extent to which CARES has contributed to participants advancing in their careers¹⁸ are the number of years participants have been in the child care field, CARES participation length, and ethnicity¹⁹ (see Attachment E, Table 1).



** Significant at $p < .01$

+ Positive relationship

↑ Most positive category

¹⁸ Factor analysis revealed one factor. Therefore, overall CARES contribution to career advancement scores were created by averaging all the items except the two items specifically targeted for family child care owners and operators listed in Table 6.

The longer participants have been in the child care field and the longer they participated in the CARES Program, the more likely they are to express that CARES contributed to advancing their career. (As before with satisfaction and perceived benefit, it may be that participation and perceived advancement influence each other.) Also, Latinos (M=2.91, N=353) indicate that CARES contributed to advancing their career more than Whites (M=2.64, N=348).

Why Did Participants Cease CARES Participation in 2005-06?

Differences between Those Who Participated in 2005-06 and Those Who Did Not

The retention survey asked respondents if they had participated in the CARES Program between July 2005 and June 2006, the first year of Round Four. As previously mentioned, a number of programmatic changes were made to CARES by First 5 California beginning in 2005-06, including the establishment of programmatic requirements within the framework of the five program “tracks.” Also, in Round Four many program participants were required to take unit-bearing coursework rather than professional development trainings as the program had previously allowed.²⁰

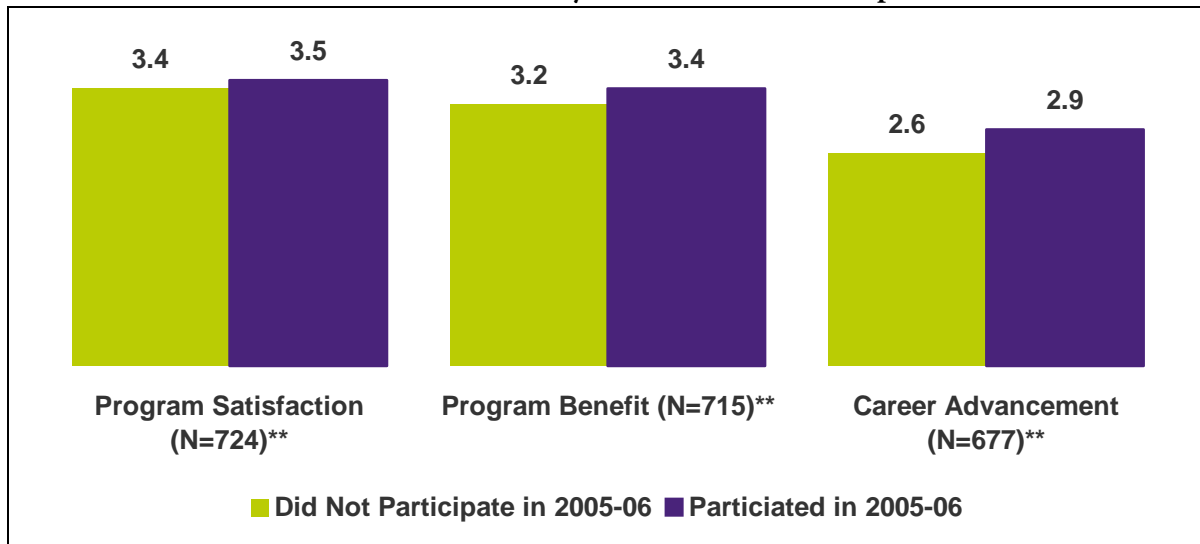
Approximately one-quarter of respondents (24.8%, N=202) report that they did not participate in CARES in 2005-06. A greater percentage of participants working in CCC settings (27.1%, N=114) participated in 2005-06 compared to those working in FCC settings (18.4%, N=57).²¹

After taking into account the differences between participants in demographic factors, those who participated in CARES in 2005-06 indicate a higher level of satisfaction with the CARES Program, report greater benefits from having participated in CARES, and report that CARES contributed more to advancing their careers²² (see Figure 11; Attachment F, Table 1-3).

²⁰ For more information on Round 4 track requirements see First 5 California Request for Funds, July 2005 – December 2008, CARES for the Early Learning Workforce – Summary of Key Track Requirements.

²¹ Chi-Square Tests show significant difference at $p < .01$

Figure 11. Ratings of Program Satisfaction, Program Benefits, and Career Advancement by 2005-06 CARES Participation†



**significant at $p < .01$

†Program satisfaction based on a scale: 1=very dissatisfied, 2=dissatisfied, 3=satisfied, and 4=very satisfied

†Program benefit based on a scale: 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree

†Career advancement based on a scale: 1=not at all contributed, 2= contributed a little, 3=contributed some, and 4=contributed a lot

Reasons Respondents Give for Ceasing CARES Participation in 2005-06

Respondents who did not participate in CARES in 2005-06 were asked to rate on a four-point scale ranging from “strongly disagree” to “strongly agree” how much each of several factors influenced their decision to stop participating in CARES (see Table 7). The most commonly given reasons for not continuing to participate in the CARES Program are that “taking classes while working was too difficult” ($M=2.80$), “personal issues” ($M=2.48$), and “college course was too expensive even with the incentive” ($M=2.42$). “I do not want to work in the field of child care any longer” is the least commonly reported reason for not continuing to participate in CARES ($M=1.60$), followed by “CARES staff were not supportive of my goals” ($M=1.79$).

Table 7. Factors That Influenced Decisions to Stop CARES Participation†

	N	Mean
Taking classes while working was too difficult	282	2.80
Personal issues prevented me from continuing with the program (family responsibilities such as taking care of a child, personal medical reasons, etc.)	277	2.48
Taking college courses was too expensive for me even with the monetary incentive.	272	2.42
The classes I wanted to take were not available.	274	2.38
The program required too much work for the amount of the incentive that they were offering.	268	2.31
The location of the classes was not convenient for me.	276	2.29
I could not meet the requirements of the program.	268	2.22
The class instructor did not understand the needs of working child care providers.	273	2.05
I was unclear about the requirements of the program.	268	2.04
I did not want to pay additional taxes because of the incentive (e.g., stipend).	270	1.90
CARES staff was not supportive of my goals.	266	1.79
I did not want to work in the field of child care any longer.	268	1.60

†Based on a scale: 1=strongly disagree, 2=disagree, 3=agree to 4=strongly agree

A very small number of participants cited other reasons for not participating in CARES in 2005-06. Other reasons included a lack of interest in taking coursework leading toward a degree or advanced permits (expressed especially amongst those with higher levels of education or near the top of the permit matrix), communication challenges with the CARES Program, and challenges with programmatic requirements due to limited English abilities.

What Influence Does CARES Participation Have on Child Care Agency Retention?

Differences between Participants who Stayed at their Child Care Agency and those who Left

The majority of the survey respondents stayed at the same child care agency where they worked during their most recent participation in the CARES Program (85.7%, N=782). Only 14.3% (N=130) of the participants had left their agency at the time of the survey.

Participants, including both those who remained at the same child care agency and those left, responded to how satisfied they are with the agency where they worked during their most recent participation in CARES. They rated each item on a four-point scale from “very dissatisfied” to “very satisfied” (see Table 8). On average, participants are “somewhat” satisfied with their agency (M=2.72, N=878). A comparison between

participants working in different child care settings shows that those who work in CCC (M=2.91, N=499) are significantly more satisfied with their agency than those in FCC (M=2.37, N=285) (see Attachment G, Table 1).

Table 8. Satisfaction with Agency Where Participants Worked During Their Most Recent Participation in CARES†

	N	Mean
Relationships with co-workers ^a	350	3.45
The philosophy of the agency ^a	348	3.44
Location of the agency (i.e., the proximity to my home)	356	3.35
Relationship with my boss ^a	353	3.29
Hours (i.e., part-time vs. full-time employment)	849	3.17
Flexibility of my schedule	857	2.95
Availability of promotional opportunities ^a	342	2.87
Wages of salary	862	2.61
Health insurance benefits for myself	851	2.33
Health insurance benefits for my family	817	1.98
Total Agency Satisfaction*	878	2.72

†Based on a scale: 1=strongly dissatisfied, 2=dissatisfied, 3=satisfied, and 4=strongly satisfied

^aThese items are limited to CCC and FCC employees only

*Scale composed of the above 10 items

There are significant differences in income and education level between participants who remained in their agency and those who left their agency.²³ Participants who indicate having left their agency tend to report lower income levels than those who stay. While 39% of those who remained at their child care agency reported an annual income of \$30,000 or more, 33% of those who left reported an annual income of \$30,000 or more. However, those who left their agency had higher levels of education than those who stayed. Approximately 75% of those who left had an AA or a higher degree while 59% of those who stayed had an AA or a higher degree. This finding indicates that for those who left their child care agency there may have been a mismatch between their level of education (higher levels) and their income (lower levels). Note that there was no reported difference in agency satisfaction between participants who stayed and those who left their agency.

CARES Impact on Participants' Decision to Stay or Leave Their Agency

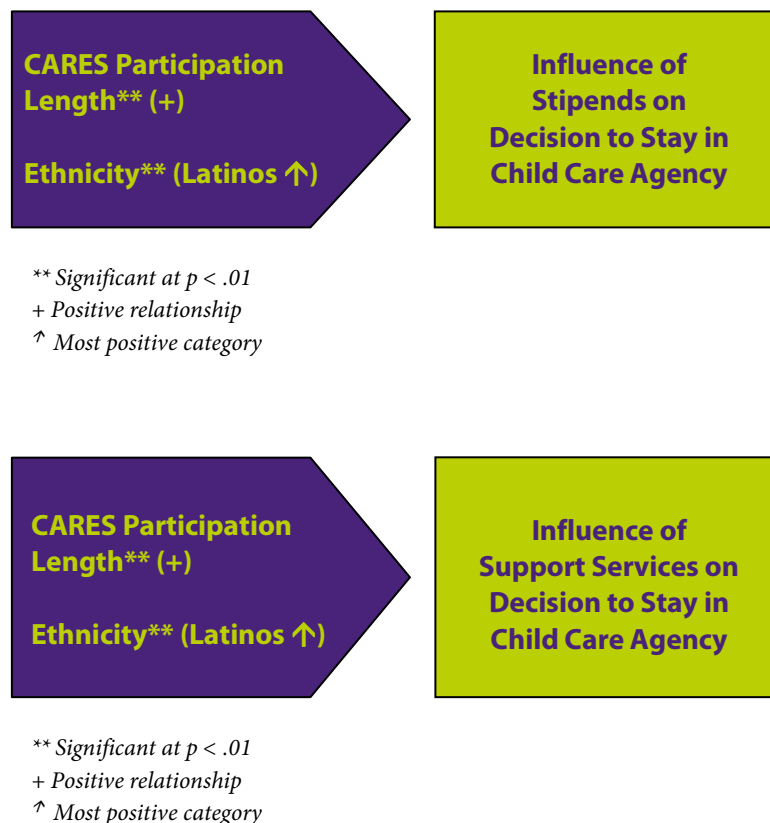
Participants were asked to rate the extent to which features of the CARES Program encouraged them to stay at their child care agency on a four-point rating scale from “No, not at all” to “Yes, a lot”. Participants express that incentives or stipends (M=2.81, N=733) encouraged them to stay at their child care agency significantly more than support services (e.g., advising) (M=2.49, N=733).²⁴ Again, this pattern is similar to the influence of

²³ T-tests show significance at $p < .01$.

²⁴ T-test shows significance at $p < .01$.

incentives in motivating initial participation in CARES, and participants' high-level of satisfaction with the incentives they received from CARES compare to other program components.

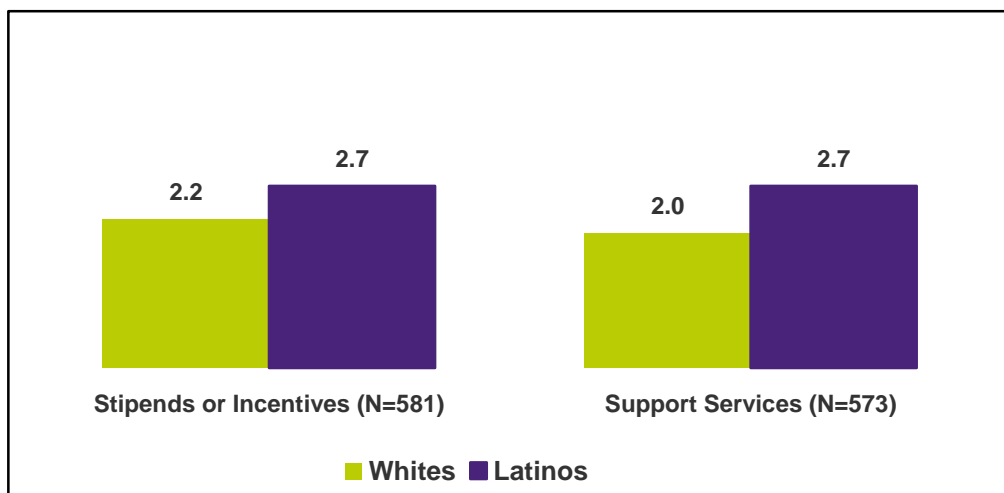
Ethnicity and length of CARES participation are key factors that contributed to how much stipends and support services influenced participants' decision to stay at their child care agency (Attachment G, Table 2-3)



Respondents who participated in CARES for a longer period of time report that both the stipends and the support services (e.g., advising) they received influenced their decision to stay in their child care agency.

Latinos are more likely to state that CARES encouraged them to stay in their child care agency. Latinos (M=2.66, N=278) report that the support services provided by CARES encouraged them to stay at their agency more than Whites (M=1.97, N=295). Likewise, receiving incentives or stipends from CARES encouraged Latinos (M=2.69, N=285) to stay in their agency more than Whites (M=2.23, N=296).

Figure 12. CARES Influence on Child Care Agency Retention by Ethnicity†



**significant at $p < .01$

†Based on a scale: 1= No, did not encourage at all; 2 = Yes, encouraged a little; 3 = Yes, encouraged some; and 4= Yes, encouraged a lot

What Influence Does CARES Have On Child Care Field Retention?

Differences between Participants who Stayed in the Child Care Field and those who Left

The vast majority of respondents were still working in the child care field as a child care provider or supervising those who provide care for young children (93.1%; N=856). This finding is consistent with the early evaluation of the CARES Program conducted by PACE, which found that approximately 93% of CARES participants who worked in child care centers were still doing so 18 months later.²⁵

A small minority of respondents indicate that they no longer work as a child care provider. The current occupation of those who are no longer providing child care is detailed in Table 9. In addition to the reasons stated in the table below, a small number of participants report leaving the child care field due to personal reasons such as medical conditions or taking care of their own children full-time. Another small number of participants report moving into administrative positions or working in the social services.

²⁵ Policy Alternatives for California Education (PACE) evaluations reports are available at <http://pace.berkeley.edu>

**Table 9. Current Occupation of Participants
Who Are No Longer Working as a Child Care Provider**

	N
Working in child care but not providing child care or supervising child care providers	11
Left for a job in another field	11
Left for a job in a K-12 school	8
Retired	8
Left to get more training or education in another field	4
Left to get more training or education in the child care field	4
Other	16

Participants who are no longer working in the child care field are those who have less experience in the field and participated in CARES for a shorter period of time.²⁶ Less than one-third (27%) of those who left and 45% of those who stayed have been working in the child care field for at least 15 years. That is, those who left the field have worked in the field for an average of 10-14 years, but those who stayed worked in the field between 10-14 years and 15-19 years.

Also, those who left the child care field participated in CARES an average of two years ($M=2.10$, $N=62$) whereas those who stayed in the field participated in CARES for almost three years ($M=2.75$, $N=850$). This finding should be interpreted with caution as participation in CARES may have encouraged participants to stay in the field or participants may have stopped CARES participation because they left the child care field.

Participants' Satisfaction with the Child Care Field

Participants were asked to rate on a four-point scale ranging from “very dissatisfied” to “very satisfied” their level of satisfaction with job-related and training-related opportunities available in the child care field²⁷ (see Table 10). Participant responses reveal that they are more satisfied with training-related opportunities ($M=3.08$, $N=937$) than job-related opportunities ($M=2.17$, $N=937$). More specifically, participants are most satisfied with the availability of training in early childhood education ($M=3.21$, $N=930$) and having access to professional organizations ($M=3.20$, $N=919$). They were least satisfied with the availability of health insurance benefits for their family in child care positions ($M=1.85$, $N=892$). Note that those aspects of the field with which participants expressed greatest satisfaction are those that CARES may have impacted (e.g., availability of training opportunities, access to professional organizations, and opportunities for mentorship).

²⁶ T-tests show significance at $p < .01$.

²⁷ Factor analysis revealed two subscales for satisfaction with child care field: job-related satisfaction and training-related satisfaction. Separate scores were calculated for job-related and training-related satisfaction by averaging the items within the subscales. See Table 6 for list of items within each subscale.

Table 10. Participant Satisfaction with Opportunities in the Child Care Field†

	N	Mean
Availability of training in early childhood education	930	3.21
Access to professional organization of early child care providers/educators (NAEYC, etc.)	919	3.20
Opportunities for mentorship within the child care field	900	2.80
Training Related Opportunities*	937	3.08
Opportunities for promotions within the child care field	907	2.40
Wages or salary available in child care positions	927	2.24
Availability of health insurance benefits for myself in child care positions	915	2.14
Availability of health insurance benefits for my family in child care positions	892	1.85
Job Related Opportunities*	937	2.17

†Based on a scale: 1=strongly dissatisfied, 2=dissatisfied, 3=satisfied to 4=strongly satisfied

*Training Related Opportunities scale composed of the above three items.

*Job Related Opportunities scales composed of the above four items.

The factors related to participants' satisfaction with job-related opportunities and training-related opportunities varied. More specifically, child care setting, income, and ethnicity (being Latino versus white) are significant factors related to satisfaction with job-related opportunities. Income and length of CARES participation were significant factors related to satisfaction with training related opportunities (Attachment H, Table 1-2).



** Significant at $p < .01$

+ Positive relationship

↑ Most positive category



** Significant at $p < .01$
 + Positive relationship
 ↑ Most positive category

Not surprisingly, participants with higher income are more satisfied with both job-related opportunities and training-related opportunities in the child care field.

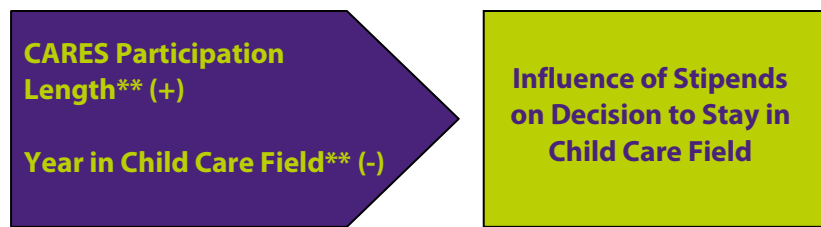
Similar to satisfaction with child care agency, participants working in CCC ($M=2.33$, $N=491$) express more satisfaction with the job-related opportunities in the child care field compared to those working in FCC ($M=1.91$, $N=348$). Because of the nature of the center-based setting, participants may be aware of more job opportunities compared to those working in a family-based setting. Also, Latinos ($M=2.30$, $N=361$) express more satisfaction than Whites ($M=2.00$, $N=364$) with job related opportunities in the field.

Income and length of participation in CARES impacted satisfaction with training-related opportunities in the field. The fact that those who participated in CARES longer are more satisfied with training opportunities in the field is not surprising, as the program focuses upon providing supports for child care providers to advance their education and training. It is likely that those who participated in the program for multiple years have been exposed to a number of training opportunities available in the field.

Impact of CARES on Participants' Retention in the Child Care Field

When participants were asked on a rating scale ranging from “No, not at all” to “Yes, a lot” whether the stipends and the support services from the CARES Program encouraged them to stay in the child care field, they indicate that stipends ($M=2.84$, $N=931$) encouraged them to stay in the field significantly more than support services ($M=2.61$, $N=931$).

The key factors associated with how much stipends from CARES influenced participants' decision to stay in the child care field are the number of years participants have worked in the child care field and the length of their CARES participation (Attachment K, Table 1).



**** Significant at $p < .01$**

+ Positive relationship

↑ Most positive category

The key factors associated with how much support services from CARES influenced participants' decision to stay in the child care field are the number of years in the child care field and CARES participation length, and participants' ethnicity (Attachment K, Table 2).



**** Significant at $p < .01$**

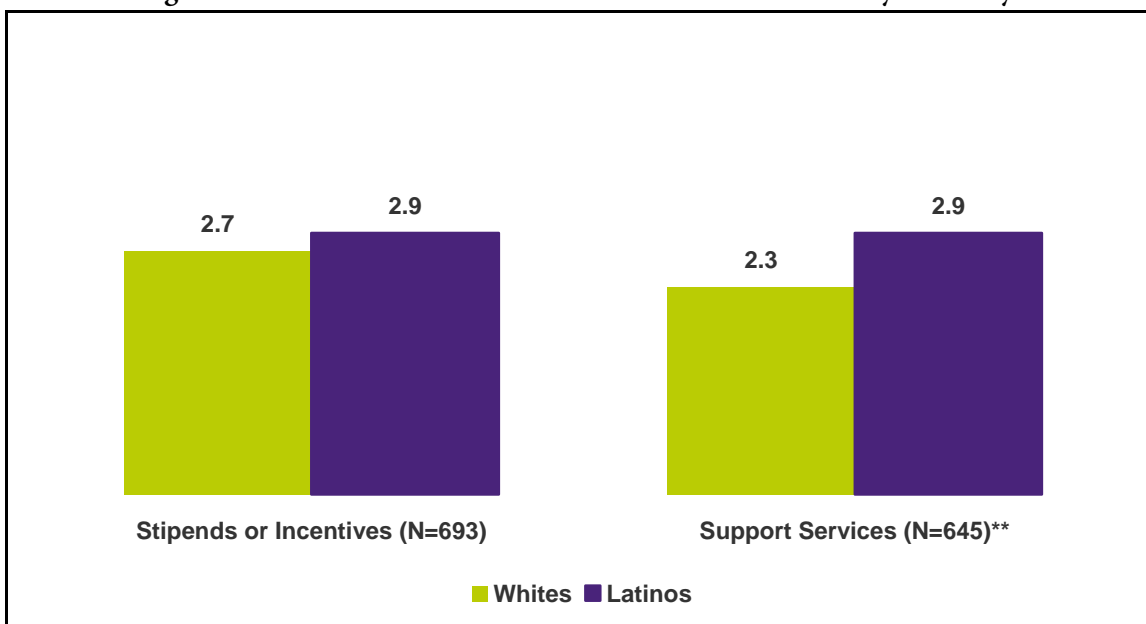
+ Positive relationship

↑ Most positive category

The number of years participants have been working in the child care field and the number of years they participated in CARES are significant factors related to how much they report that stipends and support services from CARES encouraged them to stay in the field. Both the stipends and the support services from CARES encouraged participants who have been in the field for a shorter period of time to stay in the field. Also, the longer they participated in CARES the more likely participants are to report that the stipends and support services provided by CARES encouraged them to stay in the child care field.

Latinos ($M=2.89$, $N=368$) are more likely to report that the support services, but not stipends, received from CARES encouraged them to stay in the child care field compared to Whites ($M=2.32$, $N=360$) (see Figure 14). This is consistent with the earlier findings that Latinos are more motivated to initially participate in CARES and stay in their child care agency due to the support services provided by CARES.

Figure 13. CARES Influence on Child Care Field Retention by Ethnicity†



†Based on a scale: 1= No, did not encourage at all; 2 = Yes, encouraged a little; 3 = Yes, encouraged some; and

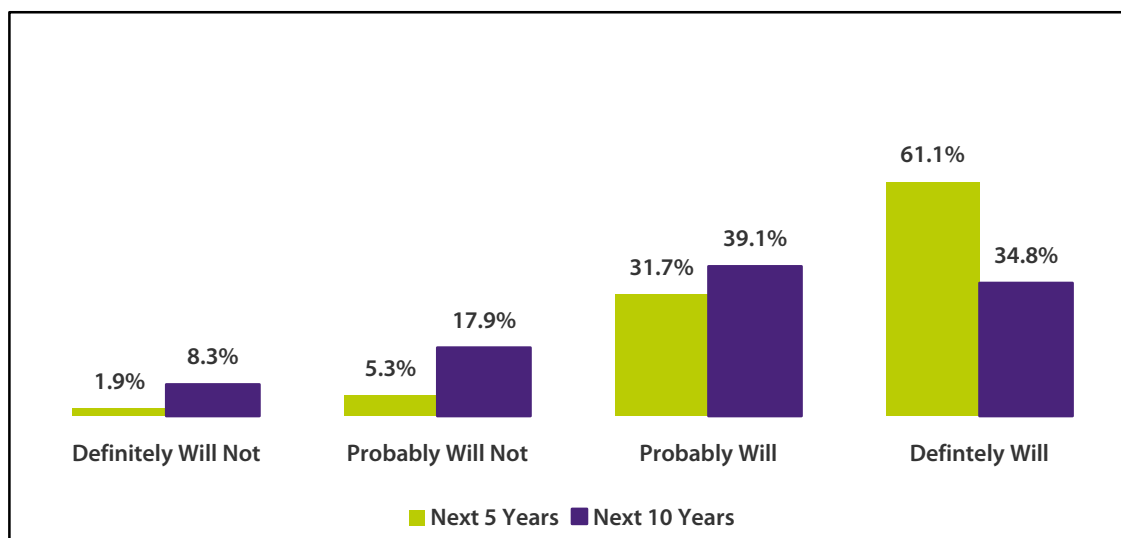
4= Yes, encouraged a lot

**significant at $p < .01$

Do Participants Plan to Work in the Field in the Next Five and Ten Years?

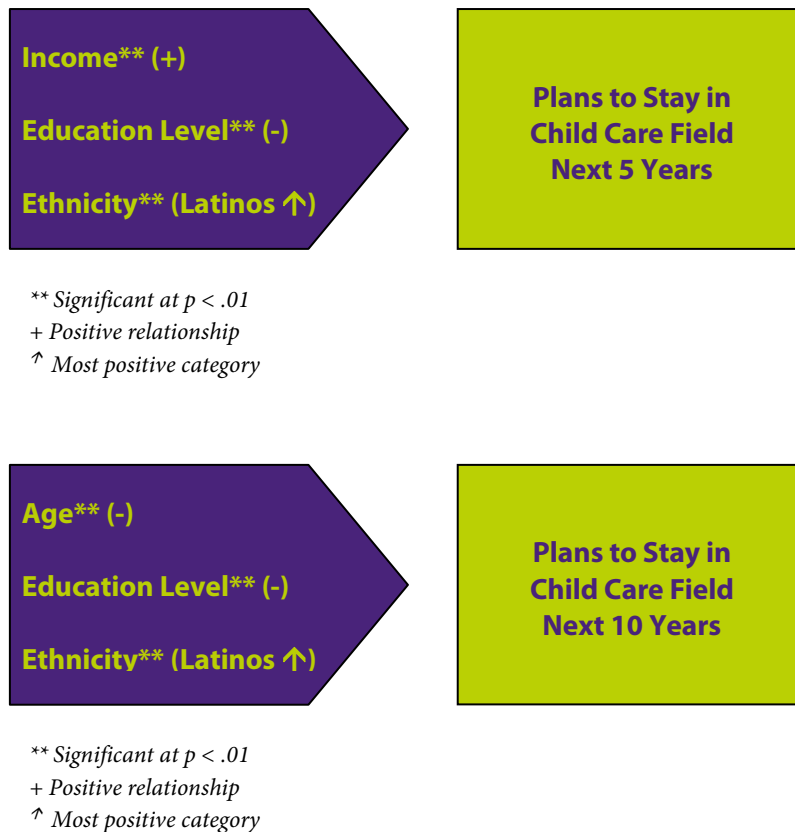
A large number of respondents indicate that they will continue working in the child care field in the future. Over 61% (N=569) report that they “definitely will” continue to work in the child care field in five years. About one-third report that they “definitely will” (34.8%, N=323) and 32% state that they will “probably” continue to work in the child care field in the next 10 years.

Figure 14. Likelihood of Continuing to Work in the Child Care Field in the Next 5 Years and 10 Years



Previous research has indicated concerns about the potential impact of child care providers retiring from the field in the next five to 10 years. This research has stated that child care providers most likely to retire are older and more educated.²⁸ The retention study examined the characteristics of CARES participants who state that they are likely to remain in the child care field in the next five to 10 years. Identifying the characteristics of those child care providers likely to stay in the field may provide direction for policy makers and other concerned parties in the development of strategies and programs to support the stabilization and strengthening of the child care workforce.

Participants' plans to stay in the child care field in the next five years varied greatly depending upon income, education level, and ethnicity (Attachment I, Table 1). Likewise, participants plans for the next 10 years varied by age, education level, and ethnicity (Attachment J, Table 1).



Findings from the retention study support previous research that providers with less education are more likely to remain in the child care field in the next five and 10 years. Also supported is previous research indicating that younger child care workers are more likely to expect to stay in the field, but only for the 10-year outlook

²⁸ Whitebook, M. et al. (2006). California Early Care and Education Workforce Study: Licensed child care centers. Statewide 2006. Berkeley, CA: Center for the Study of Child Care Employment, and San Francisco, CA: California Child Care Resource and Referral Network.

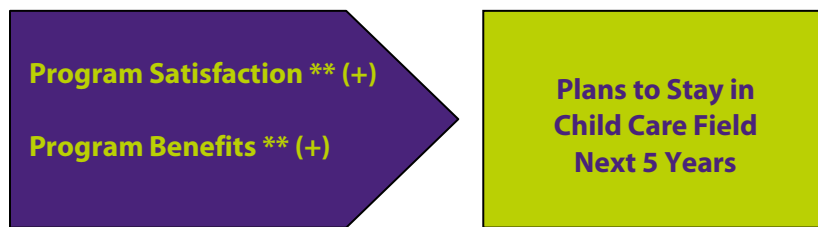
(not the five-year). In addition, the retention study found that Latinos (M=3.63, N=363) are more likely to continue working in the child care field in the next five years compared to Whites (M=3.41, N=361). Latinos (M=3.20, N=362) are also more likely to continue working in the field in the next 10 years compared to Whites (M=2.82, N=360).

The characteristics of those participants who state they are likely to remain in the child care field present both an opportunity and a challenge for policy makers in California. Because research has shown that child care providers with higher levels of education, in particular a B.A. in ECE, are linked with high quality program, supports will need to be provided to those child care providers who are likely to remain in the field, but have lower levels of educational attainment. In addition the retention study found that Latino child care providers are more likely to report a desire to stay in the child care field in the next five and 10 years. While it is promising that a diverse workforce is likely to stay in the child care field to meet the needs of an increasingly diverse population of young children in California, this diverse workforce may require unique supports (such as coursework that meet the needs of monolingual or bilingual child care providers) or methods of engagement. Finally, the retention study found that those who report higher levels of income are more likely to report a desire to stay in the child care field for the next five years. This finding supports child care advocates calls for a need to increase the wages and benefits in the field to increase retention amongst the child care workforce.

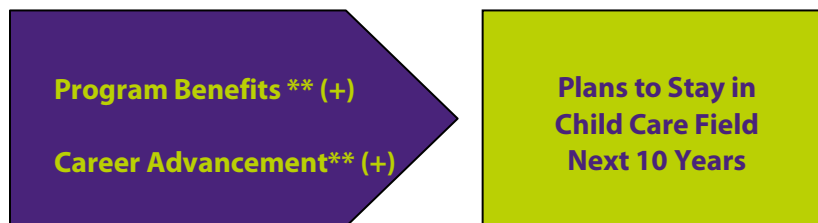
A substantial group of respondents planned to retire in the next five to 10 years. Approximately 18% of the respondents reported that they will “probably” (N=117) or “definitely” (N=50) retire in the next five years and slightly over one-third (37.5%) reported that they will “probably” (N=221) or “definitely” (N=120) retire in the next 10 years. These findings appear to support concerns of turnover in the field due to retirement.

The retention study examined whether there are certain outcomes of the CARES Program associated with an increased likelihood to stay in the child care field. These analyses were conducted to help identify the types of CARES outcomes that are related to an increased likelihood of staying in the field. Although causality is not possible to determine, data gathered in the retention study can provide findings that suggest the types of program outcomes that are important to consider that might increase the professional training of the child care workforce and maintain stability within the field.

Satisfaction with CARES is a key factor related to participants’ plans to stay in the child care field. After taking into account participants’ demographics, those who report more satisfaction with the CARES Program and express more benefits from having participated in CARES are more likely to report plans to stay in the child care field for the next five years. Those expressing more benefits from having participated in CARES are also more likely to report plans to stay in the field for the next 10 years (Attachment I, Table 2-4; Attachment J, Table 2-3). Additionally, those who report that CARES contributed to their career advancements are more likely to report plans to stay in the child care field for the next 10 years (Attachment J, Table 3).



** Significant at $p < .01$
+ Positive relationship

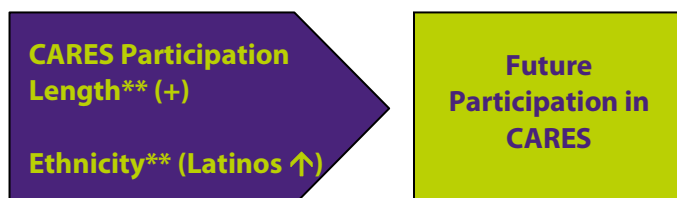


** Significant at $p < .01$
+ Positive relationship

Do Respondents Plan to Participate in CARES in the Future?

62% (N=572) of CARES participants state that they will “definitely” continue to participate in CARES and 26% (N=244) state that they will “probably” continue to participate.

The key factors that predict respondents’ plans to participate in CARES in the future are the length of time they have already participated in CARES and their ethnicity (see Attachment L, Table 1).



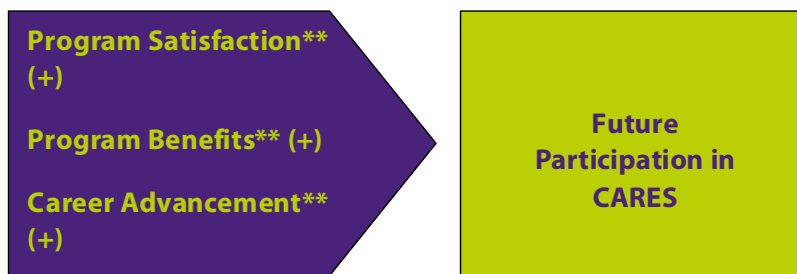
** Significant at $p < .01$
+ Positive relationship
↑ Most positive category

Respondents who participated in CARES for a longer period are more likely to indicate that they will participate in CARES in the future. This may be related to the earlier finding that participants who have

participated in CARES for a longer period of time have generally reported positive outcomes from participation (e.g., satisfaction with program, reported benefits from participating in CARES).

Latinos generally report more satisfaction with and greater benefits from the CARES Program. In accord, Latinos (M=3.58, N=366) are also more likely to indicate that they plan to participate in CARES in the future compared to Whites (M=3.31, N=354).

After taking into account the participants' length of CARES participation and ethnicity, the key factors associated with future plans to participate in CARES are program satisfaction, reported program benefits, and perceived CARES contribution to career advancements (see Attachment L; Table 2-4). That is, participants who are more satisfied with the CARES Program, indicate more benefits from having participated in CARES, and those who report that CARES contributed more to advancing their career are more likely to report that they plan to participate in CARES in the future. For all participants, the positive experiences from participating in CARES appear to motivate them to participate in CARES again in the future.



**** Significant at $p < .01$**
+ Positive relationship

Summary and Implications

First 5 California awards matching funds to county commissions that operate CARES Programs. Each county CARES Program provides incentives and supports to child care providers who stay in the field and obtain further education and training. The goal of the program is to increase the level of educational attainment and the stability of the child care workforce.

The purpose of the retention study is to examine the impacts of the CARES Program, including whether the program affected the retention of child care workers at their agencies or in the field generally. In addition, First 5 California was interested in examining whether programmatic changes made in Round Four (beginning in 2005-06) affected the types of workers who participate in CARES and the types of outcomes associated with the program. To address these research questions, the retention survey was mailed to 5,000 current and former CARES participants. Between November 2007 and March 2008, 987 completed surveys were collected, a 19.6% response rate.

The demographic characteristics of retention survey participants found that the program is serving those it was intended to serve, child care providers who have demonstrated a commitment to the field. The retention study found demographic differences between those who identified only participating in Round Four (2005-06 and 2006-07) compared to those who participated either in only Round Three (2003-04 and 2004-05) or continued into both Rounds. Those who participated only in Round Four on average report lower levels of educational attainment, lower annual income, and a shorter period of time worked in the child care field. These findings provide some evidence that changes made to CARES in Round Four, including programmatic requirements within the framework of the five program “tracks,” may have impacted who was recruited and enrolled in the CARES Program. Additional analyses found that, when controlling for demographic factors, those participants who are more satisfied with the CARES Program and attribute more benefits and career advancements from the program were more likely to continue participate in CARES in Round Four.

Overall, the program component that participants state drew them to the program initially was the incentives the program offers. The component of the program rated the lowest was the academic counseling offered by community colleges and four-year universities. Ratings of program components that initially drew participants to the CARES Program were very similar to participants’ satisfaction ratings of CARES Program components.

Some sub-group differences appeared in the level of satisfaction and type of benefits participants attribute to the program. Latino participants express more satisfaction with the program and attribute more program benefits and career advancements as a result of CARES participation compared to Whites. In addition, compared to Whites, Latinos state that the program supports (compared to the incentives) offered by CARES initially drew them to the program and Latinos express more satisfaction with these supports. Not surprisingly, Latinos state that the program supports offered by CARES influenced their decision to stay in their child care agency and the field more than White participants. Finally, Latinos express more satisfaction with job-related opportunities in the field compared to Whites.

Another important sub-group difference that appeared is length of CARES participation. Those who participated in CARES for a longer period of time report more satisfaction, greater program benefits, and career advancements related to their CARES participation. Those who participated in CARES for a longer period of time also report that both the incentives and supports offered by CARES encouraged them to stay at their child care agency more than those who participated in the program for a shorter period of time. Finally, those who report longer participation in CARES report more satisfaction with training opportunities available in the field. It is likely that CARES, which aims to increase the training and education of the child care workforce, exposed and fostered training opportunities available to child care providers.

Those who work in Family Child Care settings, in contrast to those in Child Care Centers, attribute more program benefits from CARES participation. However, they also express less satisfaction with their agency and job-related opportunities in the child care field.

Finally, those who have been working in the child care field longer attribute more career advancements to their CARES participation. Those who have been working in the field for a shorter period of time report that both the incentives and the supports offered by the program encouraged them to stay in the field longer. This will be important to consider when examining the characteristics of those providers who are likely to remain in the child care field over the next five to 10 years.

Most respondents state that they will “definitely” or “probably” stay in the child care field in next five (93%) to 10 years (74%). Those who report an increased likelihood of staying in the field through the next 10 years are more likely to be Latinos, younger respondents, and persons with lower levels of educational attainment. Considering the increasing number of Latinos among California’s youngest residents, it is promising that Latino respondents report increased likelihood to remain in the child care field for the next 10 years.

The retention study confirms previous findings that those likely to remain in the child care field have, at this point in time, lower levels of educational attainment. Coupled with the fact that previous research has found associations between more educated child care providers and high quality child care programming, it is imperative that policy makers consider the unique needs of child care providers who are likely to remain in the field.

In considering the impacts of CARES participation on the child care field, the retention study found that, after taking into account participants’ demographics, those who report more satisfaction and benefit associated with the CARES Program report a higher likelihood of staying in the child care field.

Attachments

Attachment A. Participant Demographics Overall and by Rounds of Participation

Table 1. Participant Demographics

	N	Total %	Rounds Participated		
			Round 3 only (N=208)*	Round 4 only (N=117)*	Rounds 3 & 4 (N=612)*
Gender					
Male	16	1.7%	98.1%	100%	98.2%
Female	946	98.3%	1.9%	0%	1.8%
Age					
Under 20	0	0%	0%	0.9%	0%
20 – 29	52	5.4%	4.8%	7.3%	4.9%
30 – 39	220	22.8%	20.8%	28.2%	22.8%
40 – 49	330	34.2%	34.8%	33.6%	33.8%
50 – 59	280	29.0%	29.0%	25.5%	30.0%
60 or older	81	8.4%	10.6%	4.5%	8.5%
Ethnicity					
Alaska Native/Native American	4	0.4%	0%	3.5%	0.2%
Asian/ Pacific Islander	82	8.4%	5.0%	7.9%	10.0%
Black/ African-American	71	7.3%	8.0%	6.1%	7.5%
Hispanic/ Latino	388	39.7%	43.7%	38.6%	38.5%
White	393	38.1%	38.7%	43.0%	39.9%
Multi-racial	28	2.9%	3.0%	0.9%	3.3%
Other	7	0.7%	1.5%	0%	0.7%
Primary Language					
English	575	59.5%	58.7%	59.1%	60.5%
Spanish	188	19.4%	18.9%	25.2%	17.9%
Chinese	12	1.2%	0.5%	0%	1.8%
Tagalog	5	0.5%	0.5%	1.7%	03%
Vietnamese	11	1.1%	0%	0%	1.8%
Japanese	1	0.1%	0%	0.9%	0%
Other	5	0.5%	0%	1.7%	0.5%
Bilingual**	170	17.4%	21.4%	11.3%	17.1%

*41 respondents did not identify the years in which they participated in the CARES Program. The number of responses varies slightly for each question due to non-responses. The percentages presented here exclude non-responses.

**The majority of bi-lingual participants speak Spanish and English.

Table 2. Education Related Demographics of Participants

	N	Total %	Rounds Participated		
			Round 3 only (N=208)*	Round 4 only (N=117)*	Rounds 3 & 4 (N=612)*
Educational Level					
Some high school or less	44	4.6%	3.4%	13.4%	3.1%
High school diploma or GED	31	3.2%	4.8%	0.9%	2.9%
Some college	301	31.2%	28.4%	41.1%	30.8%
AA in ECE	233	24.1%	22.1%	14.3%	26.0%
AA NOT in ECE	66	6.8%	7.7%	4.5%	6.9%
BA in ECE	61	6.3%	9.1%	6.3%	5.6%
BA NOT in ECE	108	11.2%	11.1%	12.5%	11.3%
Some graduate school	61	6.3%	4.8%	5.4%	7.2%
Graduate school in ECE	24	2.5%	2.4%	0.9%	2.9%
Graduate school not in ECE	37	3.8%	6.3%	0.9%	3.3%
Permit					
I do not have a child development permit	121	12.6%	17.0%	21.1%	9.0%
Assistant	71	7.4%	4.4%	18.3%	6.4%
Associate Teacher	242	25.2%	22.3%	25.7%	26.1%
Teacher	115	12.0%	10.2%	13.8%	12.1%
Master Teacher	84	8.7%	9.2%	6.4%	9.0%
Site Supervisor	240	25.0%	26.7%	8.3%	28.0%
Program Director	88	9.2%	10.2%	6.4%	9.3%

*41 respondents did not identify the years in which they participated in the CARES Program. The number of responses varies slightly for each question due to non-responses. The percentages presented here exclude non-responses.

Table 3. Participants' Demographics Related to Work

	N	Total %	Rounds Participated		
			Round 3 only (N=208)*	Round 4 only (N=117)*	Rounds 3 & 4 (N=612)*
# of Years in Child Care Field					
Less than 5 years	52	5.4%	4.8%	17.1%	3.4%
5 – 9 years	289	29.9%	26.4%	36.9%	29.6%
10 – 14 years	209	21.6%	26.9%	18.9%	20.1%
15 – 19 years	150	15.5%	11.5%	7.2%	18.3%
20 – 24 years	110	11.4%	12.5%	8.1%	11.9%
25 years or more	157	16.2%	17.8%	11.7%	16.5%
Setting Type					
CCC	511	58.4%	68.7%	41.7%	57.9%
FCC	363	41.5%	31.3%	57.3%	42.1%
Status					
Full-time	781	86.4%	83.6%	88.3%	86.3%
Part-time	123	13.6%	16.2%	11.7%	13.7%
Income in 2006					
\$10,000 or less	78	8.5%	11.4%	17.8%	5.7%
\$10,001 - \$20,000	208	22.6%	27.0%	27.1%	20.0%
\$20,001 - \$30,000	282	30.6%	25.9%	29.0%	32.6%
\$30,001 - \$40,000	180	19.5%	18.4%	13.1%	21.5%
\$40,001 - \$50,000	96	10.4%	8.6%	8.4%	11.5%
\$50,001 - \$60,000	41	4.5%	3.2%	2.8%	5.0%
\$60,001 or more	36	3.9%	5.4%	1.9%	4.0%

*41 respondents did not identify the years in which they participated in the CARES Program. The number of responses varies slightly for each question due to non-responses. The percentages presented here exclude non-responses.

Attachment B. Multiple Regression Tables for Reason for CARES Participation

Table 1. Summary of Simultaneous Regression Analysis for Variables Predicting Incentives as Reason for Participation (N=675)

	B	Std. Error	Beta
Education Level	.013	.008	.072
Permit Level	.010	.006	.077
Ethnicity (Latinos vs. Whites)	-.049	.019	-.102**
Income	.021	.006	.126**

** Significant at $p < .01$.

Table 2. Summary of Simultaneous Regression Analysis for Variables Predicting Professional Training as Reason for Participation (N=654)

	B	Std. Error	Beta
Education Level	-.023	.027	-.043
Permit Level	-.006	.020	-.014
Child Care Setting	-.109	.065	-.073
Ethnicity (Latinos vs. Whites)	.240	.061	.162**

** Significant at $p < .01$.

Table 3. Summary of Simultaneous Regression Analysis for Variables Predicting Professional Advising as Reason for Participation (N=713)

	B	Std. Error	Beta
Region	-.115	.073	-.058
Years in the Child Care Field	-.004	.023	-.006
Education Level	-.065	.027	-.094
Ethnicity (Latinos vs. Whites)	.486	.074	.255**

** Significant at $p < .01$.

Table 4. Summary of Simultaneous Regression Analysis for Variables Predicting Academic Advising as Reason for Participation (N=571)

	B	Std. Error	Beta
Years in the Child Care Field	.012	.030	.017
Education Level	-.148	.037	-.166**
Ethnicity (Latinos vs. Whites)	.607	.095	.266**

** Significant at $p < .01$.

Attachment C. Multiple Regression Table for Program Satisfaction

Table 1. Summary of Simultaneous Regression Analysis for Variables Predicting Program Satisfaction (N=742)

	B	Std. Error	Beta
Ethnicity (Latinos vs. Whites)	.151	.038	.144**
Participation Length	.077	.016	.168**
Region	-.093	.39	-.085

** Significant at $p < .01$.

Attachment D. Multiple Regression Table for Program Benefits

Table 1. Summary of Simultaneous Regression Analysis for Variables Predicting Program Benefits (N=653)

	B	Std. Error	Beta
CARES Participation Length	.089	.017	.198**
Child Care Setting	-.127	.043	-.121**
Education Level	-.024	.018	-.061
Ethnicity (Latinos vs. Whites)	.268	.042	.259**
Permit	.003	.013	.009
Years in Child Care Field	-.024	.013	-.073

** Significant at $p < .01$.

Attachment E. Multiple Regression Table for CARES Contribution to Career Advancements

**Table 1. Summary of Simultaneous Regression Analysis for Variables
Predicting Career Advancement (N=692)**

	B	Std. Error	Beta
CARES Participation Length	.128	.083	.146**
Ethnicity (Latinos vs. Whites)	.215	.079	.107**
Years in Child Care Field	-.084	.025	-.129**

** Significant at $p < .01$.

Attachment F. Multiple Regression Tables of 2005-06 Participation in Predicting Program Satisfaction, Program Benefits, and CARES Contribution to Career Advancement

Table 1. Summary of Hierarchical Regression Analysis for 2005-06 CARES Participation Predicting Working Program Satisfaction (N=724)

	B	Std. Error	Beta
Step 1			
Child Care Setting	-.022	.039	-.020
Step 2			
Child Care Setting	-.006	.039	-.006
Participation 2005-06	.189	.046	.152**

Note. $R^2 = .000$ for Step 1; R^2 Change=.023 for Step 2 ($p < .01$).

** $p < .01$.

Table 2 Summary of Hierarchical Regression Analysis for 2005-06 CARES Participation Predicting Working Program Benefits (N=615)

	B	Std. Error	Beta
Step 1			
Child Care Setting	-.133	.039	-.127**
Step 2			
Child Care Setting	-.117	.039	-.111**
Participation 2005-06	.182	.046	.147**

Note. $R^2 = .016$ for Step 1; R^2 Change=.021 for Step 2 ($p < .01$).

** $p < .01$.

Table 3. Summary of Hierarchical Regression Analysis for 2005-06 CARES Participation Predicting CARES Contribution to Career Advancement (N=677)

	B	Std. Error	Beta
Step 1			
Child Care Setting	-.018	.078	-.009
Step 2			
Child Care Setting	.007	.077	.004
Participation 2005-06	.314	.091	.133**

Note. $R^2 = .000$ for Step 1; R^2 Change=.018 for Step 2 ($p < .01$).

** $p < .01$.

**Attachment G. Multiple Regression Tables for Child Care Agency Satisfaction and CARES
Influence on Child Care Agency Retention**

**Table 1. Summary of Simultaneous Regression Analysis for Variables
Predicting Satisfaction with Agency (N=601)**

	B	Std. Error	Beta
Child Care Setting	.532	.060	.368**
Education Level	-.024	.025	-.045
Ethnicity (Latinos vs. Whites)	.090	.055	.065
Permit Level	.040	.018	.105

** Significant at $p < .01$.

**Table 2. Summary of Simultaneous Regression Analysis for Variables
Predicting Stipends Influence on Child Care Agency Retention (N=576)**

	B	Std. Error	Beta
# of Years in Child Care Field	-.064	.035	-.080
Educational Level	-.075	.039	-.082
Ethnicity (Latinos vs. Whites)	.372	.107	.152**
CARES Participation Length	.201	.043	.187**

** Significant at $p < .01$.

**Table 3. Summary of Simultaneous Regression Analysis for Variables
Predicting Support Services Influence on Child Care Agency Retention (N=568)**

	B	Std. Error	Beta
# of Years in Child Care Field	-.061	.033	-.077
Educational Level	-.131	.038	-.144**
Ethnicity (Latinos vs. Whites)	.542	.103	.223**
CARES Participation Length	.202	.042	.189**

** Significant at $p < .01$.

Attachment H. Multiple Regression Tables for Child Care Field Satisfaction

Table 1. Summary of Simultaneous Regression Analysis for Variables Predicting Job Related Satisfaction in Child Care Field (N=646)

	B	Std. Error	Beta
Child Care Setting	.485	.067	.313**
Income	-.079	.021	.152**
Ethnicity (Latinos vs. Whites)	.255	.058	.168**
Permit Level	-.016	.018	-.039
Region	.049	.062	.031

** Significant at $p < .01$.

Table 2. Summary of Simultaneous Regression Analysis for Variables Predicting Training Related Satisfaction in Child Care Field (N=875)

	B	Std. Error	Beta
# of Years in Child Care Field	.002	.015	.004
Income	.054	.016	.119**
Participation Length	.123	.020	.209**
Permit Level	.023	.012	.063

** Significant at $p < .01$.

Attachment I. Multiple Regression Tables for Working in the Child Care Field in the Next 5 Years

Table 1. Summary of Simultaneous Regression Analysis for Variables Predicting Working in Child Care Field in Next 5 Years (N=690)

	B	Std. Error	Beta
CARES Participation Length	.056	.022	.097
Educational Level	-.069	.019	-.143**
Ethnicity (Latinos vs. Whites)	.198	.052	.148**
Income	.073	.017	.162**

** Significant at $p < .01$.

Table 2. Summary of Hierarchical Regression Analysis for Program Satisfaction Predicting Working in the Child Care Field in 5 Years (N=713)

	B	Std. Error	Beta
Step 1			
CARES Participation Length	.079	.022	.131**
Ethnicity (Latinos vs. White)	.227	.051	.165**
Region	-.001	.053	.000
Step 2			
CARES Participation Length	.067	.022	.111**
Ethnicity (Latinos vs. White)	.201	.052	.146**
Region	.015	.053	.010
Program Satisfaction	.159	.050	.119**

Note. $R^2 = .040$ for Step 1; R^2 Change=.013 for Step 2 ($p < .01$).

** Significant at $p < .01$.

Table 3. Summary of Hierarchical Regression Analysis for Program Benefits Predicting Working in the Child Care Field in 5 Years (N=640)

	B	Std. Error	Beta
Step 1			
# of Years in Child Care Field	.052	.018	.124**
Permit Level	.019	.018	.054
CARES Participation Length	.044	.023	.076
Ethnicity (Latinos vs. White)	.218	.056	.166**
Education Level	-.067	.024	-.137**
Child Care Setting	-.105	.058	-.079
Step 2			
# of Years in Child Care Field	.060	.017	.142**
Permit Level	.018	.017	.051
CARES Participation Length	.014	.023	.025
Ethnicity (Latinos vs. White)	.134	.056	.102
Education Level	-.058	.023	-.119**
Child Care Setting	-.063	.056	-.047
Program Benefit	.328	.051	.258**

Note. $R^2 = .061$ for Step 1; R^2 Change=.058 for Step 2 ($p < .01$).

** Significant at $p < .01$.

Table 4. Summary of Hierarchical Regression Analysis for Training Related Satisfaction in the Field Predicting Working in the Child Care Field in 5Years N=846)

	B	Std. Error	Beta
Step 1			
# of Years in Child Care Field	.004	.016	.008
Permit Level	-.031	.013	-.086
CARES Participation Length	.052	.021	.088
Income	.060	.016	.131**
Step 2			
# of Years in Child Care Field	.003	.016	.007
Permit Level	-.034	.013	-.096**
CARES Participation Length	.037	.021	.062
Income	.054	.016	.118**
Training Related Satisfaction in the Field	.125	.036	.123**

Note. $R^2 = .028$ for Step 1; R^2 Change=.014 for Step 2 ($p < .01$).

** Significant at $p < .01$.

Attachment J. Multiple Regression Tables for Working in the Child Care Field in the Next 10 Years

Table 1. Summary of Simultaneous Regression Analysis for Variables Predicting Working in Child Care Field in Next 10 Years (N=714)

	B	Std. Error	Beta
# of Years in Child Care Field	.017	.026	.029
Educational Level	-.064	.026	-.096**
Age	-.130	.037	-.145**
Ethnicity (Latinos vs. Whites)	.303	.072	.165**

** Significant at $p < .01$.

Table 2. Summary of Hierarchical Regression Analysis for Program Benefits Predicting Working in the Child Care Field in 10 Years (N=639)

	B	Std. Error	Beta
Step 1			
# of Years in Child Care Field	-.027	.024	-.047
Permit Level	.016	.025	.032
CARES Participation Length	.005	.031	.007
Ethnicity (Latinos vs. White)	.302	.077	.167**
Education Level	-.066	.033	-.098
Child Care Setting	-.054	.080	-.030
Step 2			
# of Years in Child Care Field	-.017	.024	-.029
Permit Level	.014	.024	-.030
CARES Participation Length	-.029	.031	-.037
Ethnicity (Latinos vs. White)	.199	.078	.110
Education Level	-.059	.032	-.086
Child Care Setting	-.004	.079	-.002
Program Benefit	.380	.071	.218**

Note. $R^2 = .056$ for Step 1; R^2 Change=.041 for Step 2 ($p < .01$).

** Significant at $p < .01$.

Table 3. Summary of Hierarchical Regression Analysis for Career Advancement in Predicting Working in the Child Care Field in 10 Years (N=661)

	B	Std. Error	Beta
Step 1			
# of Years in Child Care Field	-.035	.024	-.059
CARES Participation Length	.016	.031	.020
Ethnicity (Latinos vs. White)	.352	.073	.192**
Step 2			
# of Years in Child Care Field	-.028	.024	-.047
CARES Participation Length	.003	.031	.004
Ethnicity (Latinos vs. White)	.331	.073	.180**
Career Advancement	.096	.035	.106**

Note. $R^2 = .046$ for Step 1; R^2 Change=.011 for Step 2 ($p < .01$).

** Significant at $p < .01$.

Attachment K. Multiple Regression Tables for CARES Impact on Child Care Field Retention

Table 1. Summary of Simultaneous Regression Analysis for Variables Predicting Stipend Influence Child Care Field (N=695)

	B	Std. Error	Beta
# of Years in Child Care Field	-.088	.030	-.118**
CARES Participation Length	.184	.037	.183**
Educational Level	-.049	.033	-.058
Ethnicity (Latinos vs. Whites)	.137	.092	.060
Income	-.043	.031	-.055

** Significant at $p < .01$.

Table 2. Summary of Simultaneous Regression Analysis for Variables Predicting Support Services Influence Child Care Field (N=645)

	B	Std. Error	Beta
# of Years in Child Care Field	-.086	.031	-.113**
CARES Participation Length	.170	.040	.165**
Child Care Setting	-.207	.101	-.086
Educational Level	-.057	.026	-.100
Ethnicity (Latinos vs. Whites)	.510	.097	.215**
Income	.002	.031	.004
Region	-.075	.094	-.031

** Significant at $p < .01$.

Attachment L. Multiple Regression Tables for CARES Participation in the Future

Table 1. Summary of Simultaneous Regression Analysis for Variables Predicting CARES Participation in the Future (N=646)

	B	Std. Error	Beta
# of Years in Child Care Field	-.053	.021	-.108
Age	-.041	.030	-.055
CARES Participation Length	.230	.024	.351**
Child Care Setting	.133	.063	-.086
Educational Level	-.030	.025	-.053
Ethnicity (Latinos vs. Whites)	.209	.060	.137**
Permit Level	-.034	.019	-.084

** Significant at $p < .01$.

Table 2. Summary of Hierarchical Regression Analysis for Program Satisfaction Predicting Future Participation in CARES (N=708)

	B	Std. Error	Beta
Step 1			
CARES Participation Length	.205	.024	.300**
Ethnicity (Latinos vs. White)	.296	.056	.189**
Region	-.112	.058	-.069
Step 2			
CARES Participation Length	.181	.024	.265**
Ethnicity (Latinos vs. White)	.243	.055	.155**
Region	-.079	.056	-.049
Program Satisfaction	.326	.054	.215**

Note. $R^2 = .121$ for Step 1; R^2 Change=.165 for Step 2 ($p < .01$).

** Significant at $p < .01$.

**Table 3. Summary of Hierarchical Regression Analysis for Program Benefits
Predicting Future Participation in CARES (N=639)**

	B	Std. Error	Beta
Step 1			
# of Years in Child Care Field	-.063	.019	-.130**
Permit Level	-.036	.019	-.087
CARES Participation Length	.226	.025	.345**
Ethnicity (Latinos vs. White)	.204	.060	.135**
Educational Level	-.023	.026	-.040
Child Care Setting	-.124	.063	-.081
Step 2			
# of Years in Child Care Field	-.055	.019	-.114**
Permit Level	-.036	.019	-.089
CARES Participation Length	.194	.024	.296**
Ethnicity (Latinos vs. White)	.107	.060	.071
Educational Level	-.014	.025	-.025
Child Care Setting	-.078	.061	-.051
Program Benefit	.360	.055	.246**

Note. R^2 = .169 for Step 1; R^2 Change = .052 for Step 2 ($p < .01$).

** Significant at $p < .01$.

**Table 4. Summary of Hierarchical Regression Analysis for Career Advancement
Predicting Future Participation in CARES (N=662)**

	B	Std. Error	Beta
Step 1			
# of Years in Child Care Field	-.082	.019	-.161**
CARES Participation Length	.244	.025	.351**
Ethnicity (Latinos vs. White)	.234	.060	.147**
Step 2			
# of Years in Child Care Field	-.075	.019	-.147**
CARES Participation Length	.233	.025	.335**
Ethnicity (Latinos vs. White)	.214	.060	.135**
Career Advancement	.087	.029	.110**

Note. R^2 = .159 for Step 1; R^2 Change = .011 for Step 2 ($p < .01$).

** Significant at $p < .01$.

Attachment M. List of Independent Variables and Dependent Variables Used for Regression Analysis

Table 1. Independent and Dependent Variables Used for Regression Analyses

Independent Variable	Dependent Variable
CARES Participation Length	Program Satisfaction
Gender	Program Benefits
Age	CARES Contribution to Career Advancement
Number of Years in Child Care Field	Satisfaction with Job Related Opportunities
Education Level	Satisfaction with Training Related Opportunities
Permit Level	Child Care Agency Satisfaction
Child Care Setting (FCC vs. CCC)	Future Participation in CARES
Ethnicity	Working in Child Care Field the Next 5 Years
Rounds of Participation	Working in Child Care Field the Next 10 Years
Primary Language	Support Services Influence in Child Care Field
Income	Incentive Influence in Child Care Field
Region (Urban vs. Rural)	
Participation in 2005-06	
Program Satisfaction	
Program Benefits	
CARES Contribution to Career Advancement	
Satisfaction with Job Related Opportunities	
Satisfaction with Training Related Opportunities	